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ABSTRACT

A study investigated differences in reading achievement of students taught with a whole language philosophy compared to students taught using a basal textbook. Subjects, 20 second grade students taught using a whole language philosophy and 17 second grade students in the same school using basal textbooks, were given pre- and posttests to determine their reading achievement. Pretests indicated no significant differences in reading achievement between the two groups, and posttests given four months later also indicated no differences in reading achievement. (Three tables of data are included; and 62 references, the pretest, sample lesson plans, and statistical computations are attached.) (RS)

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THE EFFECTS OF TEACHING A WHOLE LANGUAGE PHILOSOPHY TO SECOND GRADE STUDENTS

By

Virginia Schafer

A Research Project Report

Presented in Fulfillment of the Requirements for
the Specialist's Field Problem at
Mercer University in Atlanta

Atlanta, Georgia

1989

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Virginia L. Chapman

Signature of Student

ABSTRACT

The Effects of Teaching a Whole Language Philosophy to Second Grade Students

by

Virginia Schafer

Purpose

The purpose of this study was to determine if there is a significant difference in reading achievement for children taught reading with a whole language philosophy compared to students taught using a basal textbook.

Methods and Procedures

Twenty second-grade students in an intact classroom were the experimental group. Seventeen second-grade students in an intact classroom in the same school were the control group. The experimental group was taught reading primarily with a whole language philosophy. The control group was taught reading with a basal textbook. The treatment was

over a four month period. The same pretest and posttest were administered to both groups. The pretest scores indicated that there were no significant differences in reading achievement for the two groups. Posttest scores were compared to determine if there was a significant difference after the treatment.

Results

The results of this study indicated that there was no significant difference in posttest scores of students being taught reading by a whole language philosophy and students taught by a basal textbook.

Conclusions

Even though the results proved that whole language and basal learning do not differ significantly, the researcher felt that there were many positive traits related to a whole language philosophy. More research over longer time spans should be done in the future. Research on reading enjoyment would also be interesting in this area.

Table of Contents

Section		Page
I	INTRODUCTION AND PROBLEM STATEMENT . . .	1
	Introduction	1
	Statement of the Problem	3
	Assumptions	4
	Delimitations	4
	Definitions	5
II	RELATED RESEARCH REVIEW	7
	Introduction	7
	Basal Textbook Approach	10
	The State of Basal Research . . .	10
	Criticisms of Basal Instruction .	11
	Support of Basal Research	16
	Whole Language	20
	What is Whole Language?	20
	How To Teach Whole Language . . .	24
	Reading and Writing	28
	Grouping	31
	Criticisms of Whole Language . . .	33
	Significance of the Study	35

Section		Page
III	METHODOLOGY	37
	Statement of the Hypothesis	37
	Sampling Technique	38
	Instrumentation	38
	Experimental Design	40
	Instructional Procedures	41
	Statistical Analysis Procedure	44
IV	RESULTS AND CONCLUSIONS	46
	Results	46
	Conclusions	48
	Discussion	49
	Limitations	51
	Implications for Future Research	52
	Implications for the Classroom	53
References		55
Appendices		63
A	Pretest	63
B	Sample Lesson Plans	71
C	Statistical Computations	96

Section I

INTRODUCTION AND PROBLEM STATEMENT

Introduction

Educators are currently reacting to reports that our educational system is substandard. This has led many leaders in the educational field to begin developing possible solutions to the problem. They are trying to determine why problems exist and ways to logically solve these problems. A Nation at Risk reports that ". . . 23 million American adults are functionally illiterate by the simplest of tests" (p. 115). The report also states that the average graduate of high schools and colleges is not as well educated as the average graduate 25 years ago. Why is this decline in education happening?

Many critics of education start blaming the system as early as elementary school. According to Smith (1988), statistics show that 80 to 90% of available classroom time is educationally unsound. Henke (1988) writes that ". . . an average of only

seven minutes during the reading class is spent reading" (p. 42).

Most American elementary teachers teach reading using a basal approach. Basal textbooks are proving disadvantageous in many situations. According to Antonacce (1988), some negative characteristics of the basal reader are vocabulary control, the regulation of the number of words in a story and the exposure to high frequency words. The authors of basal series espouse over-exposure to the same words as the best way to teach new vocabulary.

Many advocates of a whole language approach disagree with this basal over-exposure technique. The late E. B. White, author of Charlotte's Web would seem to disagree also. He states:

> In Charlotte's Web I gave them a literate spider, and they took that. Some writers for children deliberately avoid using words they think a child doesn't know. This emasculates the prose, and I suspect bores the reader. (White, 1969, p. 65).

There are many different views on whole language. Educators define the term and implement its components in different ways. Powers (1986) believes there are

four components to creating a whole language classroom. A teacher must model reading and provide materials which reflect modeling of reading. Teachers must build a bridge between materials and real life experiences. They must also be aware of reading strategies and when to use them.

There are many positive and negative points related to basal reading and whole language. The present experimental study was designed to research both techniques. It was also designed to determine if there is a significant difference in reading comprehension and vocabulary scores when children are taught reading by each of these methods.

Statement of the Problem

The present study compared two methods of teaching reading to second grade students. The researcher sought to answer the following question: Is there a significant difference in the vocabulary and comprehension skills of second grade students who have received whole language training as compared to second grade students who have not received this training?

Assumptions

At the beginning of the study certain assumptions were necessary. The following assumptions will explain the circumstances surrounding the study.

1) The measuring instruments are valid and reliable assessments of the children's vocabulary and comprehension skills.

2) The two groups were equivalent in ability.

3) Both instructional methods would effectively teach basic second grade vocabulary and comprehension skills.

Delimitations

Prior to initiation of the study, these delimitations were noted:

1) The study was limited to children living in a community located in a suburban area of a large southern city.

2) The study was limited to children from a middle to upper middle class socioeconomic area.

3) The study was limited to two intact second grade classes with approximately 19 children in each class.

4) The study was limited to children with no learning disabilities.

5) The study was limited to children that were members of the intact classes the entire school year.

Definitions

The following terms require definition for maximum understanding of their use in this study.

Whole Language is more of an attitude than a method (Nelms, 1985). In this study whole language will refer to teaching reading with trade books and children writing reactions to stories and books.

Real Reading refers to the concept of reading from a wide variety of literature such as trade books, poems, magazine and newspaper articles, comic strips, posters, and advertisements (Ferguson, 1988).

Thematic Unit refers to the teacher relating activities to a single theme to teach during the length of a study (Ferguson, 1988).

Trade Book refers to books, both fact and fiction, which can be purchased by individuals and are found in libraries and stores (Burchby, 1988). These books usually have something relevant to say

about children's lives and can be read entirely in a brief amount of time (Newman, 1985).

Reading-Writing Connection refers to the creation of a reading program that gives children time to read and time to make meaning through writing and talking about books (Five, 1988).

Section II

RELATED RESEARCH REVIEW

Introduction

United States citizens have been criticizing our nation's educational system for many years (Beck, Namuth, Miller, & Wright, 1988). In 1983 the National Commission on Excellence in Education published a report entitled, A Nation at Risk. The report emphasized what is wrong with our educational system and suggested possible solutions to educational problems throughout the country. A Nation at Risk reports ". . . the educational foundations of our society are presently being eroded by a tide of mediocrity that threatens our very future as a nation" (p. 1). The report states that our textbooks are often written on lower reading levels and that some elementary students receive only one fifth of the instruction others may receive.

Since 1980 our nationwide average combined SAT scores have recovered 16 points. This has reversed

a 90 point decline from 1963 scores. "Alarmingly, United States students still rank below many countries--particularly in math and science achievement" (Beck et al. 1988, p. 54).

Applebee, Langer and Mullis (1987) believe that our country's educational performance related to literacy can influence our nation. High levels of literacy will enable future generations to ". . . compete more successfully in the world economy" (p. 8).

To make strides in literacy as a nation, we must start by improving instruction on an elementary level. The authors recommend several changes in our early childhood programs which will encourage high levels of literacy. They recommend we modify our reading and writing approaches to teach students to think and analyze. They also stress that the materials we select to instruct and test should support student understanding and develop student skills using a variety of literacy experiences.

How have most American children been taught to read presently and in the past decades? According to Goodman (1986), basal readers are the dominant material used in reading instruction. Goodman

explains that the current state of basal readers is extremely poor. "Most ironically, the current basals require more time for reading instruction while they provide less time for students actually reading" (p. 298). Goodman suggests that teachers should teach reading by providing good literature for children to read and abandon or de-emphasize basals and related skill workbooks.

Henke (1988) writes that "an average of only seven minutes during the reading class is spent reading" (p. 42). Much of the growing research related to teaching reading indicates that basal textbooks are not the most effective way to teach reading.

Therefore, educators need to evaluate research on basal readers and other possible methods of teaching reading. An interest in a whole language curricula has been increasing in the past few years (Rich, 1985). What is whole language? The process, states Rich, is difficult to define. "The true whole language teacher demonstrates that the answers to the theory-to-practice question do not reside in a text, but within the self" (p. 719).

This section contains a review of research examining a basal textbook approach to teaching reading. It also contains research pertaining to a whole language philosophy of reading. Positive and negative aspects of each approach are reviewed in this section.

Basal Textbook Approach

The State of Basal Research

We began teaching reading in the United States before a sound research base was established in the area of reading (Goodman & Goodman, 1981). Our basal reading programs have simply evolved and educators have accepted these programs as sound. Basals have turned into programs emphasizing skills and de-emphasizing actual reading. As a result of this, many teachers in the United States are teaching packaged and dehumanized reading programs.

According to Demos (1987) there are several components to a basal reading approach. "A basal approach is very systematic" (p. 190). The structure is divided into the students' text, the teacher manual, tests, and other supplemental components such as films which are provided if the school system can

afford them. The vocabulary and stories are controlled and levels go from easy to complex.

Demos (1987) explained the following steps generally followed by the teacher using a basal. The teacher must introduce new vocabulary and set a purpose for reading the story. Then the students read the selection silently. Later the teacher checks comprehension during a focused discussion and asks students to read parts of the story orally. The teacher explains the workbook skills and the student does the work independently. There are several methods a teacher might use for evaluation such as a test or teacher observation. Enrichment activities may be selected from the book if the teacher desires.

Criticisms of Basal Instruction

In current educational research there are numerous negative reports related to basal textbooks. Reutzel and Cooter (1988) state that 76% of teachers' instructional time is spent on instruction unrelated to stories children are asked to read. They found that phonics instruction was poorly related to the stories children were assigned to read in their primers. The seven basal teacher's manuals which

were assessed showed that the manuals were related to the stories less than 33% of the time.

Larrick (1988) agrees with Reutzel and Cooter and implies that our current basal instruction is not strong. Larrick believes that our ". . . reading materials are so simplified in many cases as to be meaningless" (p. 48). Words are few, combined into unnatural segments, and repeated many times. We seem to use unneeded skill and drill and ask students to read poor quality literature.

Eckoff (1983) believes that children enter school with a vast knowledge of language complexity. Publishers do not seem to capitalize on this fact. The sentence structures in basal readers are unnatural and uncharacteristic of written English.

In a study on the relationship of children's oral language to the language in basal readers, Strickland (1962) compared the sentence structure of basal readers to the oral language of kindergarten students. Strickland found that the beginning first grade basal reading books used rigid and unnatural sentence patterns very unlike the children's natural speech patterns.

Children are expected to learn phonics and other word analysis skills in first grade (Guszak, 1978; Otto, 1977). Children are to read stories which tend to be unrealistic, using phonics strategies to guide them. Because of these expectations, the natural creative abilities of children tend to be secondary.

Sampson (1982) concludes that children reading preprimers and primers actually regress in speaking and reading vocabulary, rather than grow. This research by Sampson is very disturbing considering our current emphasis on improving our educational systems.

Goodman (1986) suggests that theory and research are moving in one direction while basals are moving in another direction. A vast body of research has been growing about how reading and other language processes work, how they develop, and how we can implement this research in our school programs. Basals have actually moved in the opposite direction. They use narrow test-teach-test methodologies and leave little room for teacher judgment.

Goodman (1986) also insists that there are major problems with basal reading books. Goodman believes that the basal's emphasis on isolated aspects of our

language causes the learner to gain no cohesive meaning from the text. Basals also discourage risk taking and the use of real children's literature because the basal companies tend to use excerpts instead of whole books. Finally, the basals cost so much that schools do not have extra funds to purchase outstanding literature for the classroom library.

Durkin (1981) has shown that basal reading programs stress post-reading evaluation rather than pre-reading instruction. According to Russavage, Lorton, and Millham (1985), even when teachers are aware of basal limitations, they tend to alter skill lessons instead of comprehension lessons. Therefore, skills are consistently emphasized by teachers over comprehension.

Bacharach and Alexander (1986), Durkin (1984), and Rosecky (1978) report that teachers do not usually include the enrichment activities at the end of basal stories. Teachers do not have the time to spend on these activities because they must stress skills which will later be tested. Research by Bacharach and Alexander showed that enrichment before reading lessons is profitable in terms of testing. Many teachers teach basal skills without using their own

ideas because they fear their students will not perform well on the basal written level tests (Shannon, 1983).

In 1984 Durkin cast doubt on teacher flexibility with materials and teacher perception of student needs. Russavage, Lorton and Millhem (1985) suggest the opposite is true. In their study, the teachers on the whole were well aware of the positive and negative traits of basal readers. They surveyed 25 teachers of grades first through fifth in three rural elementary schools. The teachers felt that basals failed to address several problems. Students lack of prior knowledge and the failure of basal texts to develop sufficient background material for stories were two problems teachers noticed. Controlled basal vocabulary was found to be both a strength and weakness of the basal reader. The difference depended on many variables such as the age of the reader, ability level, interests, and motivation.

Durkin (1981) did a study of five basal readers. She found that all of the texts offered many application and practice exercises instead of direct instruction. When direction does appear in manuals it is difficult to apply what is being taught to

actual reading. Durkin argues that children never see the relationship between reading instruction in school and reading on their own.

Joyce, Showers, Rolheiser and Bennett (1987) believe most basals are very poorly written and contain boring stories. They think many stories and workbook pages should be omitted so the teacher has time to bring in more interesting stories and to teach in a manner more appropriate to styles of learning.

Authorities estimate that 85 to 95% of all teachers use the basal approach to teach reading (Demos, 1987). If basals are poorly written, what can teachers do to improve student reading instruction? Many researchers suggest that teachers rely on basals because teaching with manuals is an easy way to monitor reading. Teachers would not have the problem of overreliance on basals if they were more involved in reading instruction (Barton & Wilder, 1964; Durkin, 1978-79; Goodlad, 1970).

Support of Basal Research

Even though many teachers feel that basals need restructuring, there are other teachers that are

strong supporters of the basal approach. This section will state many positive points from a basal approach to reading.

Antonace (1988) states that publishers push basal vocabulary control as a positive trait. Many publishing companies argue that the regulation of the number of new words in a story is an advantage to the students. These companies believe that ". . . over-exposure to the same words should result in automaticity for word recognition" (p. 132).

Most basal texts rely heavily on teaching the phonics approach to reading. Chall (1967) analyzed reading research and concluded that programs with phonics showed better readers sooner.

In Becoming a Nation of Readers: The Report of the Commission of Reading, Anderson et al. (1983) recommended that phonics should be taught in kindergarten through third grade. The report stressed that the phonic instruction should be well designed and less time should be spent on the basal skill workbooks. Therefore, the report was advocating basal type instruction, but not in the basal's current form.

When children enter first grade they are usually introduced to the basal reader. They are taught phonics and other word analysis skills which are considered by some researchers (Guszak, 1978; Otto, 1977) to be essential skills for learning to read.

Russavage, Lorton, and Millham (1985) did a survey of 25 teachers, grades one through five. The teachers determined many strengths of the basal text. Logical sequence and easily identifiable storylines were considered favorable traits of the basal. Controlled vocabulary, convenience in having the same book for many students, and the sequence of difficulty in the books were also considered to be positive features of basals.

Demos (1987) agrees that there are some positive aspects of teaching with basal texts. The highly structured materials and the many approaches such as phonics, context clues and structural analysis are often very advantageous. The scope and sequence in basals is also usually well planned and effective.

Routzel and Cooter (1988) believe that the basals can be more effective if changes are made in their format. They state that skill instruction should be done before reading the story so that the student can

apply the learned skills to actual reading. They also suggest that teachers should relate their instruction to the story and model how critical connections can be drawn between skills and reading.

Goodman (1986) does not believe basals are good teaching tools. He has, however, found one positive comment to make about basals. He believes that one strength of the American basal reader is the selection of stories which are often chosen from some of the best contemporary children's literature.

As a follow up from a study done in 1985, Smith and Saltz (1987) asked classroom teachers to respond to open-ended questions concerning the use of basal readers. The study found that the majority of teachers questioned expressed satisfaction with their basal series. The teachers stated they did not feel pressure to follow the basal exactly. Most felt there was a good balance between the teaching of skills and the amount of reading provided. The few teachers who reacted unfavorably to basals did so because of experience with certain series which were considered below standards. The teachers also felt, according to Smith and Saltz, that higher standardized test scores are a result of the structured use of a basal text.

This study also showed that these teachers felt that a basal series should be the core reading instruction and that teachers should integrate other approaches to enrich reading instruction.

Maneus (1987) believes that basal texts are not as effective as they could be. Maneus states that we should not totally denounce basal programs. Instead, we should reorganize basals so that enrichment activities come before the reading of the story. Teachers do not usually feel that they have the time to spend on enrichment activities. But studies have shown that enrichment activities at the beginning of a lesson sequence are profitable.

Whole Language

What is Whole Language?

Since much of the current research suggests that teaching reading with basals is not in the students' best interest, many educators are beginning to recommend using a whole language philosophy for reading. What is a whole language philosophy? According to Gentry (1988) ". . . It's teaching that keeps language whole. Whole language promotes

language development by emphasizing the natural purpose of language: communicating meaning" (p. 42).

Attwerger, Eldelsky and Flores (1987) report that whole language is not practice, but a set of beliefs or a perspective. Whole language is based on the following ideas: language is for accomplishing purposes, written language is always present in language use, language occurs in situation and situations are critical to meaning-making. Therefore, the best way to learn reading and writing is by doing, not by practicing exercises. Whole language relies heavily on real life literature to teach reading. Literature is sometimes presented as a strategy for teaching reading.

According to Attwerger et al. (1987) whole language classrooms contain journals, reading aloud to children, silent reading, literature, making books, and thematic units. According to these authors, none of this type of activity is essential. Whole language could exclude literature and focus entirely on art, music, and drama.

Clarke (1987) agrees that whole language is more a philosophy rather than a methodology. Teachers in a whole language classroom emphasize "real" texts for

the teaching of reading. They realize that children do better when they are attempting to understand something they have chosen to read instead of material a teacher has chosen for them. Whole language teachers usually have strong philosophical commitments to the idea that errors are part of learning. Revision through writing and reading is encouraged by a whole language teacher.

Ferguson (1988) defines whole language as active participation in learning. Ferguson believes that this approach responds to children who have a variety of experiences and a desire to learn and make sense of their world. This approach restores intelligent child centered educational goals and places the responsibility for teaching on teachers and for learning on students.

Kenneth and Yetta Goodman (1981) state that written language should be presented to children as a whole meaningful communication system. They have developed a whole language program which categorizes the aspects of this approach into three sections: principles that relate to the reading process, principles of teaching and learning, and principles for instructional materials.

There are many different definitions of whole language. Rich (1985) states that there is no formula for whole language. "The true whole language teacher demonstrates that the answers to the theory to practice question do not reside in a text but within the self" (p. 719).

Nelms (1988) defines whole language as an attitude rather than a method. She believes that a teacher can relate listening, thinking, speaking, spelling, writing and reading through whole language. As a result of an interrelated curriculum, teaching and learning take place in an atmosphere where children can meet their own needs.

Newman (1985) agrees with Rich by stressing that whole language is a philosophical stance: ". . . it's a description of how some teachers and researchers have been exploring the practical applications of recent theoretical arguments which have arisen from research in linguistics, psycholinguistics, sociology, anthropology, philosophy, child development, curriculum, composition, literacy theory, and other fields of study" (p. 1).

Since defining the whole language process is so difficult, it may be less complex to examine ways to teach this process.

How To Teach Whole Language

There are many different ideas on how a whole language approach should be implemented in the classroom. This section will explain many researchers' opinions on what they consider important in a whole language classroom.

Baskwill (1988) believes one way to enhance connections in reading is to teach reading and language arts in themes. Each theme should be launched by a book, poem, or activity that focuses on the theme. All skills and books chosen for reading and teaching should be centered around the theme. Baskwill believes that thematic approaches "encourage relationships to develop between disciplines as they logically relate to the theme" (p. 42). These relationships broaden as the theme broadens into all curriculum areas. Therefore, the curriculum becomes meaningful to the child and easier to apply new knowledge in many different ways.

Burchley (1988) emphasizes real reading and themes in her classroom. She begins by choosing a theme. After selecting a theme, she gathers a multitude of trade books, resource books, magazines, and plans speakers, field trips, and other activities around this theme. Many skills and curriculum areas are taught by having the children read real books. In all cases, writing plays an important role in her classroom. Reading and writing are connected and become much more naturally meaningful to the children when presented in this manner.

Five (1988) teaches almost entirely from a whole language perspective. Everyday she begins reading time with a large group skill lesson. These lessons concentrate on objectives that must be taught. After the mini-lesson students read books of their own choosing. During this time she confers briefly with each child, discussing points of interest from the child's book. After she has spoken with the students, Five spends the remainder of reading time reading a book of her own choice. This is done to model that adults continue to enjoy reading throughout their lives. After the children have finished a book, they write letters to Five about the book. They also write

to other children telling about their book. Five responds to each letter by writing a letter back to the child.

Silvern (1988) believes that the ultimate goal for reading instruction is the ability to help children find pleasure in reading. This can be done only by meaningful stories and books. He believes that language should be taught using real books and by reading to them. Each day teachers should read to their students and allow them to read also. Follow up activities such as discussion, dramatization, illustration and written response should be included each day also.

Henke (1988) explains how her school has begun to implement a whole language approach after many years of commitment to a basal approach. They have kept the basal series, but teachers do not often rely on it. The school now has a trade book program where teachers get multiple copies of books which they may integrate with thematic units. Each teacher has daily reading time where the children read a book of their choice. Daily writing also is a priority each day. There are staff development courses to help

teachers understand and implement these ideas into their classrooms.

Guilian and Virostko (1987) believe an interrelated curriculum woven around a thematic base help children make sense of their environment. Guilian and Virostko were a part of a project which made literature come alive for many youngsters. The project included many factors such as creative writing and bookmark contests throughout the school year which helped children get excited about writing. Newspaper workshops, displays, poetry workshops, and real author workshops were also used to integrate the curriculum for the students.

Henke (1988) stresses that a whole language teacher often includes the children in planning instruction and helps them play a part in their learning. A reading lesson might begin with a teacher building interest in stories or poems. Skills are taught as a by-product of reading. Phonic skills are taught from known sight words in books and charts. Therefore learning begins with the concrete and moves to abstract.

Horton (1986) concentrates on whole language with her ninth graders by starting off with book

talks. Several types of classic literature are read by the class and discussed. Then students start reading literature. They must record in logs their reactions, predictions, and summaries. Books are discussed in small groups. The objective of this type of teaching is to encourage interest in exchanging interpretations and generate student interest in many types of literature.

The literature reviewed in this section suggests that teaching by a whole language approach varies depending on the teacher and the group of children. There is no right or wrong way to teach using this approach; although, each researcher agrees that meaningful literature is the core of a whole language philosophy for reading.

Reading and Writing

The separation of reading and writing is long-standing, but the whole language philosophy attempts to bring the two closer together. According to Hansen, Newkirk, and Graves (1985) the student becomes a more competent person when reading and writing are integrated into his life.

Hansen et al. (1985) believe that students have suffered through a ". . . piecemeal, subskill approach to both reading and writing" (p. 171). National reports indicate that less than 10% of a student's time in English class is spent in writing whole papers. Much student writing is dedicated to drill and practice. In reading instruction, students should be exposed to whole pieces of literature instead of short segments which are usually uninteresting.

Chew (1987) urges educators to approach reading and writing as processes to be dealt with as a whole. He believes the classroom must be full of diverse material for children to read. Chew stresses that classrooms should not be quiet places for learning, but a place where children use language to encourage reading and writing.

Osburn (1983) believes in using the whole language approach to present a realistic structure and setting for reading and writing. She allows students to practice reading and writing skills in a way so that they encounter skills, rather than focusing on one skill at a time. Osburn stresses that this can be done, but the teacher must assess

the children's growth by teaching very specific objectives.

Brown (1987) writes that a teacher must understand the reading-writing connection. If so, the teacher learns to value and appreciate how reading and writing mesh together as communicative tools. Brown also favors teachers creating a literacy rich classroom environment and providing opportunities for using reading and writing in context.

According to Allington (1977) skill instruction related to reading and writing is not inherently bad. But skill instruction should take a back seat to actual reading and writing. To develop the ability to read or write well a student must practice each often.

Frick (1986) is an advocate of teachers and parents orally reading to children. She believes that this enhances many other skills. Frick states that not only can oral reading be a motivational vehicle for reading, but it can inspire writing. "Hearing the language of great literary works has prompted many a young writer to take pen in hand" (p. 302). Larrick (1988) agrees that reading aloud to children

from books in the classroom library should be a part of every teacher's day.

There are many different views on the best ways to teach reading and writing in the classroom. Goodman (1986) has a strategy that teachers can follow to teach reading and writing successfully. There must be a lot of reading of whole, meaningful, relevant texts because people learn to read by reading. There must be an atmosphere in which risk taking is encouraged. In reading and writing risk taking is essential. Both the student and the teacher must focus on meaning and making sense of written language.

Grouping

Hiebert (1983) views the classroom as a place where peers influence learning to a high degree. Students within a class can influence a child's perception of him/herself as a learner. Therefore, children in the low-ability group may be perceived as low-ability readers by themselves and their peers.

Veatch (1959) believes that grouping puts pressure on students because the student must try to meet the standards of the group. She does not think a student should constantly be compared with others.

If grouping pressure is removed, possible emotional problems and undesirable attitudes towards reading may also be removed.

Smith and Saltz (1987) report that many teachers using a basal approach sometimes take five reading groups daily. This must be done because children read on different levels. This makes it difficult to provide for the individual needs of each child.

Johnson, Johnson, Holabec and Roy (1984) believe that children learn best in cooperative groups. In cooperative settings the responsibility for each other's learning is shared. "In classrooms using traditional learning groups, students most often focus only on completing the assignments" (p. 9).

According to Burchby (1988) when children are involved in a whole language approach to reading ". . . a cooperative rather than a competitive environment prevails" (p. 122). Children are not grouped according to ability; they are grouped by reading interests. Most of the time the children are not in groups but reading individual books of their choice. Therefore, the child reading on a lower level does not feel inferior to other children.

Five (1988) agrees with Burchby's view of grouping. She states that children in her classroom select their books for reading while she confers with each student about the plot of the selected book. Each child gains a sense of independence and a joy of reading through this process. Instead of teaching skills in reading groups, she teaches necessary skills in a large group format.

Eldredge, Lloyd and Butterfield (1986) did a study in which the findings showed that children can learn to read in heterogeneous groups as well as in ability groups. Children do not have to suffer the humiliation of being in a slow group. They can be taught just as well in a heterogeneous group without loss in the children's achievement.

Criticisms of Whole Language

Not all educators are believers in the excellence of whole language instruction. Many are skeptical of this approach. According to Shapiro and Gunderson (1988) many educators are afraid that whole language may go the same route as some of the approaches which were popular in the 1960's and 1970's. Others are concerned because there is little research to prove

the whole language philosophy is superior to other reading approaches.

Demos (1987) believes that whole language has several weaknesses. She does not feel that there are enough skill development activities, children may become bored, and it is difficult to evaluate student progress.

Attwerger, Edelsky and Folres (1987) state that whole language literature has contradictions. Children are supposed to write their own stories but many activities suggest the child end or change someone else's story.

Clarke (1987) discusses what has happened in the Denver Public Schools as a result of implementation of whole language. Many parents have voiced a concern that their children are not getting enough of the basics. The whole language teachers are beginning to feel uncomfortable under the intense scrutiny and high expectations placed upon them. Accusations of racism have developed because the majority of children in the whole language classrooms are white. Teachers not using the whole language technique complain that they do not receive equal treatment.

Ferguson (1988) acknowledges that the whole language movement has critics. She says that some do not think this approach measures skills or prepares children for the many achievement tests that they must take. Others feel that children do not really learn to read. They simply memorize responses to specific words.

As more school systems start promoting whole language learning, it may be interesting to note further negative feelings throughout the school systems. No approach to learning has ever been proven flawless. This approach likely will be no exception.

Significance of the Study

Much of the current research today suggests that there are many negative factors related to teaching children to read with the basal reader. If this is true, why do 85% to 95% of all teachers in the United States teach children to read by the basal approach?

Teaching reading through a whole language philosophy is gaining popularity throughout the United States. However, there are few long range studies which show the results of learning to read with a whole language philosophy.

Walsh (1987) did a study in which she found there is a relationship between children's reading material and reading habits. These findings have implications which warrant further research in the whole language philosophy to instruction.

This study is designed to compare the effects of teaching reading with a basal approach to teaching reading with a whole language approach. The results from this study may assist educators in determining whether a basal or whole language philosophy is most effective for teaching reading.

Section III

METHODOLOGY

The experiment was conducted in several stages. This section provides a detailed discussion of the following elements of the study: (1) statement of the hypothesis, (2) sampling technique, (3) instrumentation, (4) experimental design, (5) procedure, and (6) statistical analysis procedure.

Statement of the Hypothesis

The hypotheses tested in this study were as follows.

H_o: There is no significant difference in the vocabulary and comprehension skills of second grade students who have received whole language training as compared to second grade students who have not received this training.

H_R: There is a significant difference in the vocabulary and comprehension skills of second grade students who have received whole language training as

compared to second grade students who have not received this training.

Sampling Technique

The subjects for this study were enrolled in two intact second grade classrooms in a suburban school near a large southern city. The majority of students were from middle to upper middle socio-economic backgrounds. Students in both classes were similar in ability levels according to a *t*-test on their scores on the Iowa Test of Basic Knowledge Pretest. None of the children involved in this study were participants in the free lunch program. All the students were Caucasian. The experimental group consisted of 20 children, 10 boys and 10 girls. The control group consisted of 17 children, 6 girls and 11 boys.

Instrumentation

The measurement instrument employed in this experiment was the second grade level of the Iowa Test of Basic Knowledge. The vocabulary and reading comprehension sections of the pretest were administered in November, 1988. The vocabulary

section consisted of 16 words. The student was instructed to select the picture which best represented the meaning of the word. The reading comprehension pretest consisted of 40 questions related to the comprehension of pictures, sentences, and stories. The reliability and validity of the pretest and posttest have been established by the publishers (The Riverside Publishing Company, 1989).

The posttest was given in March, 1989. The scores from the vocabulary and comprehension sections were the only scores from the Iowa Test of Basic Knowledge used in this study. The pretest forms were alternate forms of the posttest in vocabulary and comprehension.

The regular classroom teacher for each class administered both the pretest and posttest. The vocabulary section of the pretest was administered first. Two weeks later, the comprehension pretest was administered. The two week time frame between the tests was because of complications in class schedules. The vocabulary and comprehension sections of the posttest were administered on the same day in a 2½ hour time frame.

Experimental Design

The paradigm of the design chosen for the present study is presented in Table 1.

Table 1

Nonrandomized Pretest Posttest Control Group Design

Group	n	Pretest	Independent Variable	Posttest
E	20	T_1	X	T_2
C	17	T_1	.	T_2

E: Experimental Group

C: Control Group

n: Number of students in the study from each classroom

T_1: Pretest

T_2: Posttest

X: Reading instruction using a whole language philosophy

.: Reading instruction using a basal approach

A nonrandomized pretest posttest control group design was chosen for this study because two intact classes were used in this study. This design was also

chosen because the t-test on the student scores of the pretest showed that there were no significant differences in scores of the students in this study. The gain scores from the pretests and posttests were used to compare effectiveness of the two methods of instruction. The control group was taught reading with a traditional basal reading series. The experimental group was taught reading using a whole language philosophy of learning.

Instructional Procedures

The study was conducted over a four month period. The experimental group (n = 20) was taught reading through a whole language philosophy of learning. Each Wednesday was "real reading" day. The teacher started the morning by reading orally from a book of her choice or a child's choice. The students also had a 30 minute block of time to read a book of their choice. Twenty minutes was spent in small groups of four or five children. The children discussed their chosen books referring to likes and dislikes, character development, what they might change about the story, and other aspects they wanted to discuss related to their book. After sharing, the children had

approximately 30 minutes to write about their book in their reading logs. The reading logs contained summaries of books the children had read throughout the school year. Each child was given an opportunity to share and discuss his/her book with the entire class later that day.

While the children were reading, writing and discussing, the teacher was meeting in conferences with the students. The teacher would call one child at a time to a table and discuss books written in the child's reading log. Because of limited time, half of the class had conferences with the teacher each Wednesday.

While the children were reading their chosen book, they wrote down unfamiliar vocabulary words from the book. Wednesday afternoon the teacher recorded all unknown vocabulary words from real reading. These words were discussed the following week during reading instruction.

The reading instruction for the other days in the week consisted of a variety of lessons. The teacher focused on objectives from the Gwinnett County (1989) curriculum guide. The teacher used children's literature, stories written by the teacher

and students, some basal stories, creative dramatics, television, and videos to teach the objectives.

Because standardized tests measure student progress from year to year, the teacher did not feel comfortable disregarding the basal skills workbook. The workbook stresses skills that are tested on the Iowa Test of Basic Knowledge also. In this county the teachers were also required to give the Harcourt Brace and Jovanovich end of level reading tests. Therefore, the teacher chose many skill pages from the workbook to enhance and to help evaluate students' progress. Objectives such as main idea, details, sequence, and phonics are covered in the levels six and seven of student workbooks in this reading series.

The control group (n = 17) was taught reading in a traditional way. The children were divided into three reading groups, according to ability. The children read approximately three stories from the Harcourt Brace Jovanovich reader per week. The suggested workbook pages were also done weekly. The teacher used ideas and suggestions from the basal manual.

Both the control and experimental groups regularly practiced creative writing. The

experimental group practiced writing daily while the control group wrote approximately three times per week. Most writing assignments in each class were freely chosen by the students. Although, about once a week each teacher would give a writing assignment based on literature read by the students.

Each teacher read orally to her students from children's literature. However, the experimental group was read to from children's literature every day. The control group was read to approximately three times per week. Each teacher tried to choose quality children's literature. Many Caldecott and Newberry award books were read to each class.

In all other areas of the curriculum the control and experimental groups were taught in a similar manner. All students in this study used the same textbooks throughout the curriculum except in the area of reading.

Statistical Analysis Procedure

In order to evaluate the hypothesis formulated for this study, gain scores were collected and compared by a *t*-test for the difference between the

means. The hypothesis was tested at the predetermined .05 level of significance.

Section IV

RESULTS AND CONCLUSIONS

Results

The investigator tested the following hypotheses:

H_o: There is no significant difference in the vocabulary and comprehension skills of second grade students who have received whole language training as compared to second grade students who have not received this training.

H_R: There is a significant difference in the vocabulary and comprehension skills of second grade students who have received whole language training as compared to second grade students who have not received this training.

After the pretest was administered the class scores were compared using a t-test. It was determined by the test that there were no significant differences in the two classes. The scores indicated that the two classes were equivalent.

After the posttest was administered the class scores were also calculated. A t-test was used to

determine if the scores of the two groups were significantly different. The results showed that there is no significant difference in the vocabulary and comprehension skills of second grade students who have received whole language training as compared to second grade students who have not received this training. The results are summarized in Table 2 and 3.

Table 2

t-Test Results in Comprehension

Group	N	$\bar{X}$	s	t
E	20	87.35	8.33	1.6836
C	17	78.706	21.159	

Table 3

t-Test Results in Vocabulary

Group	N	$\bar{X}$	s	t
E	20	75.1	16.96	.222
C	17	76.529	22.05	

The acceptance of the null hypothesis in comprehension was determined at the .05 level of significance with 35 degrees of freedom. The calculated *t* of 1.6836 was less than the critical *t* of 2.042. Therefore, the null hypothesis for achievement was accepted.

The acceptance of the null hypothesis in vocabulary was determined at the .05 level of significance with 35 degrees of freedom. The calculated *t* of .222 was less than the critical *t* of 2.042. Therefore, the null hypothesis for achievement was accepted.

Conclusions

As indicated by the statistical evidence (see Appendix C), there was no significant difference in the vocabulary and comprehension skills of second grade students who have received whole language training as compared to second grade students who have not received this training.

This study proved that the whole language philosophy is not significantly better than the basal approach in terms of reading instruction. This

study took place over a short period of time. If it was over a longer period the results may have been different.

Discussion

"Learning to read and write is a process of experiencing language. There is no end product. Fluency is not a state which is finally attained; one is continually arriving," according to Newman (1985, p. 31). She continues to argue that reading and writing should not be presented in fragments to teach children.

For the past several decades most United States school systems have taught reading to young children primarily using a basal reading program. These programs fragment the reading process into simple skills. Children may also become more concerned with identifying the words than with understanding the story.

Many educators have been disappointed by the basal reading programs for many years. As a result of this, teachers throughout the United States have searched for better ways to teach reading.

An interest in a whole language curricula has been increasing in the past few years. Since whole language is more of an attitude (Nelms, 1988) than a strict method, teachers find they can bring in a variety of resources to teach objectives. Real reading, thematic approaches, using trade books, mini lessons, and creative dramatics are often used by whole language teachers.

The current study compared teaching reading comprehension and vocabulary using a basal approach versus a whole language philosophy to teaching reading. This was done by using two separate second grade classes in the same school. The results of the posttest showed no significant difference in the two methods.

After completion of the study, the researcher felt that there were many positive aspects of a whole language philosophy that were not measured in this study. Teaching using a whole language approach enables a creative teacher to use resources within herself/himself to teach objectives. This approach also allows children more freedom to express themselves in various ways.

Of course the basal approach has proven to be effective in many ways. It is much easier for a teacher to plan using a basal approach. For an uncreative teacher, using the basal is probably the most effective way to teach reading.

Limitations

Several factors may have limited the validity of the results of the study.

1. The sample used for this study was limited to two intact classes. The control class consisted of 17 students. The experimental class consisted of 20 students. The students were all from the same school. Larger samples from a variety of schools may have yielded different results.

2. The comprehension section of the pretest was given two weeks after the vocabulary section of the pretest. This was a result of schedule problems between the two teachers involved in this study. This may have influenced the pretest scores.

3. The control class teacher was retiring at the end of the school year. The experimental class teacher was approximately 30 years younger than the

control class teacher. This may have influenced the enthusiasm level related to the content taught.

4. This study was conducted over approximately a five month period of time. The study may have yielded different results if it had lasted a longer period of time.

Implications for Future Research

The researcher compared two types of reading instruction: a basal approach and a whole language philosophy. The results suggested that there is no significant difference in students who have received whole language training as compared to second graders who have not received this training.

If this study could continue over two to three years or longer, it would be interesting to see if the results would change. It would also be interesting to devise a method or type of survey to determine if children taught by a whole language philosophy enjoyed reading for pleasure more than children taught by a basal approach.

Even though the statistics indicated that there was no significant difference between the two methods, the researcher felt that the children involved in the

whole language philosophy of learning enjoyed reading more than the children using the basal approach. The children learning through the basal approach simply read and then discussed stories, and worked in workbooks. The children involved in a whole language philosophy were involved in a variety of activities such as real reading, using buddy books, creative dramatics and many more activities which taught objectives in creative ways.

A type of questionnaire or survey for parents might also provide helpful information. With the whole language philosophy, the researcher feels that many parents often notice an increase in reading at home. Parents may also notice a higher enthusiasm level in the area of reading.

Implications for the Classroom

Whole language instruction involves the learner in ways that the basal does not. Children have choices related to literature when involved in whole language. A basal text chooses the literature for the children.

This study did not show that whole language instruction is superior to basal instruction. But

common sense tells us that people of all ages prefer to make choices. This researcher feels that if given freedom of choice, most children will strive harder. Therefore, if a teacher chooses to teach by a basal approach instead of by a whole language philosophy, he/she will be wise to give the children as many choices as possible using appropriate literature.

The researcher found teaching skills through the whole language philosophy very difficult. Copying pages from the book on charts proved helpful. The researcher could then circle letter combinations, blends, contractions, etc. This helped the researcher model certain objectives and skills.

The researcher also typed outstanding student reactions to books and stories. Each student in a group would then receive a copy of the reaction. This allowed students to circle and underline parts of speech, capital letters, etc. This technique was also used to help motivate students.

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APPENDIX A

Pretest

64

1. This man and woman are running with their _____ .

   ○ enjoy ○ dog ○ friends ○ children

2. If these people run every day, they might have _____ hearts.

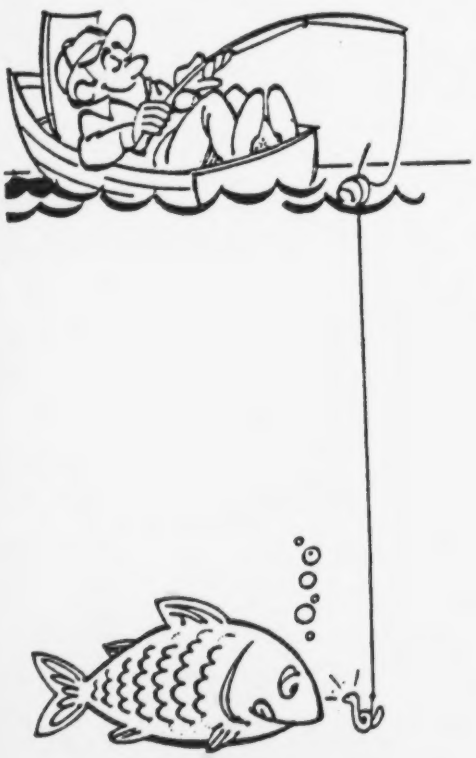
   ○ high ○ sunny ○ lazy ○ strong

3. They cannot let their animal _____ others.

   ○ choose ○ challenge ○ chase ○ chunk

4. These people _____ running.

   ○ enjoy ○ excuse ○ energy ○ enrich



5. Mr. White uses a _____ so he can please the fish.

   ○ weight ○ wheel ○ smile ○ worm

6. Mr. White is _____ for his dinner.

   ○ flying ○ fishing ○ falling ○ sleeping

7. Once the fish believes the bait is delicious, he is _____ .

   ○ drowned ○ heavenly ○ hooked ○ swimming

8. Mr. White is using a fishing _____ .

   ○ pole ○ pail ○ paint ○ poke

9. Chip will swing a _____ to make the airplane bounce in the air.

○ motor ○ string ○ kite ○ straw

10. Meg looks like she doesn't want to _____ her toy.

○ share ○ shave ○ love ○ have

11. The children are _____ over who will hold the doll.

○ stopping ○ falling ○ laughing ○ fighting

12. Chip and Meg are having _____ playing together.

○ trouble ○ time ○ terrible ○ tumble

13. Isabel is _____ on Santa's lap.

○ standing ○ sending ○ sickening ○ sitting

14. Isabel is _____ Santa what she wants.

○ toying ○ teasing ○ telling ○ trying

15. Isabel looks like she _____ a lot.

○ tears ○ talks ○ listens ○ remembers

16. Santa is having a hard time _____ Isabel.

○ understanding ○ unusual ○ liking ○ upsetting

1. If a donkey and a deer eat a lot, are they both hungry?

YES NO

2. If there are sixty minutes in an hour, could you eat a meal in that time?

YES NO

3. If you duck a flying ball, do you land in the pond?

YES NO

4. If you laughed at a story, was it merry?

YES NO

5. Is there danger in arguing with a man who hurts people?

YES NO

6. Does every person who likes spinach eat all vegetables?

YES NO

7. If a lamp can light a room, could it light a country?

YES NO

8. If you take a bus to a station, will it stop there?

YES NO

The Nutcracker Ballet is a dance story about a little girl named Clara. She gets a nutcracker toy soldier on the night before Christmas.

Clara can't get to sleep. She goes downstairs and finds her toys have all come to life! They are fighting.

She throws a slipper to save her nutcracker and it turns into a prince. He takes her to a magic kingdom. There Clara meets the Sugar Plum Fairy.

Do you like to go flying? In the old days many people tried to fly.

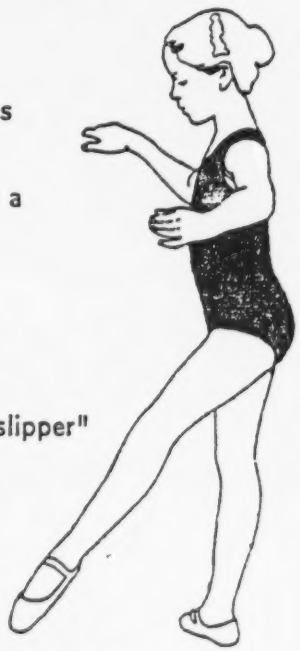
One man invented a flying machine. He made a wooden frame that looked like a pair of wings. He stuck the feathers to the frame with wax. The he strapped the frame to his shoulders.

He went to the top of a building. He flapped his arms overhead and tried to fly to freedom in the sky.

1. When did Clara get the nutcracker?
   - ⬭ Christmas Day
   - ⬭ Christmas Eve
   - ⬭ the day after Christmas

2. A story told by dancing is a
   - ⬭ ballet
   - ⬭ fairy tale
   - ⬭ book

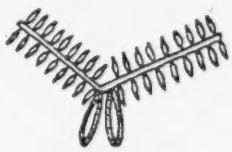
3. In this story, what does "slipper" mean?
   - ⬭ to fall on ice
   - ⬭ a smooth stone
   - ⬭ a shoe



4. Why did the nutcracker take Clara to a magic kingdom?
   - ⬭ he was a toy
   - ⬭ she tried to help him
   - ⬭ she liked the Sugar Plum Fairy

5. What did the flying machine look like?

⬭



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⬭

6. What did the man who invented this flying machine want to know?
   - ⬭ how to climb buildings
   - ⬭ how to fly
   - ⬭ how to be free

7. Why did the man build a flying machine?
   - ⬭ to be a bird
   - ⬭ to flap his arms
   - ⬭ to be the first man to fly

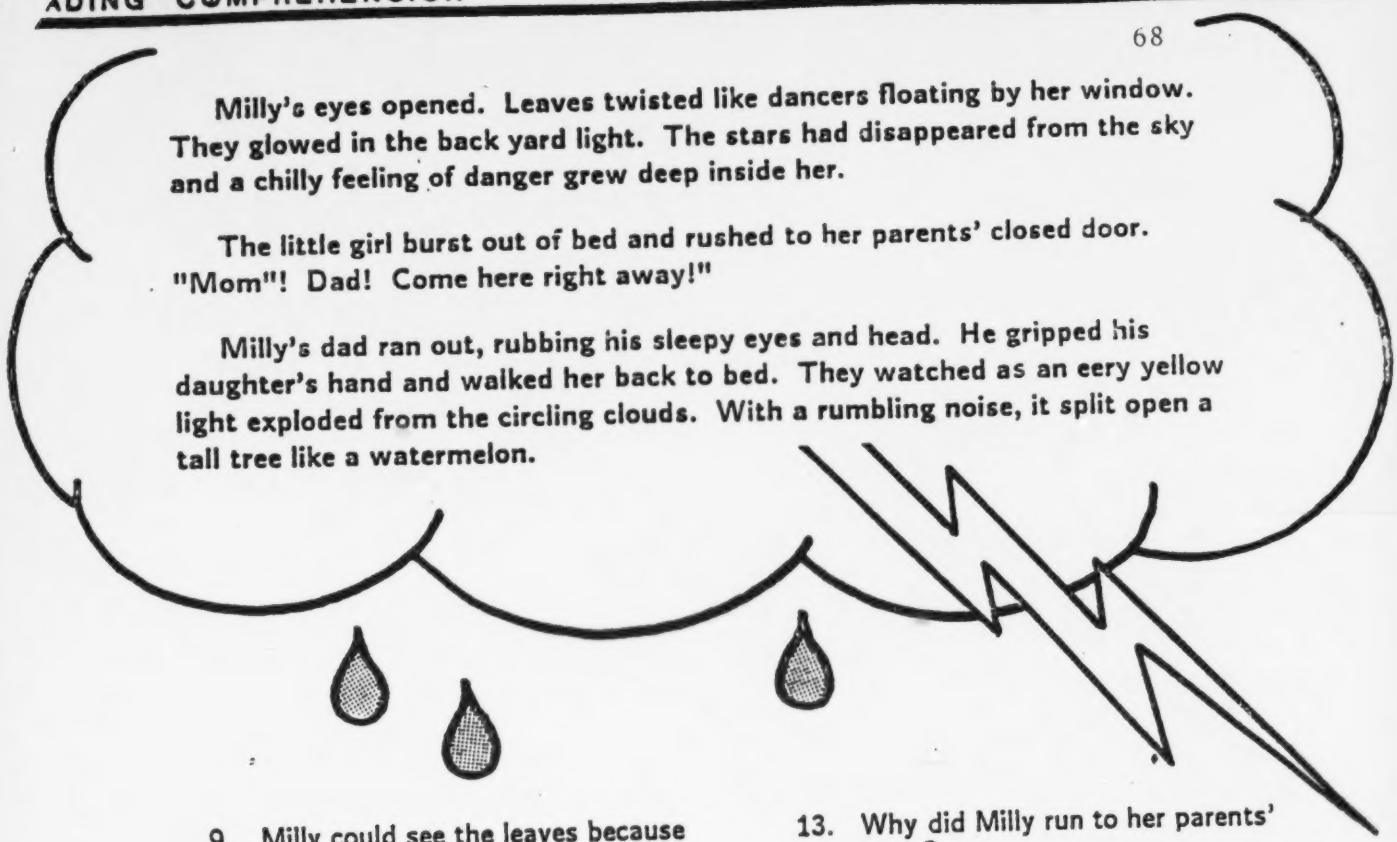
8. What is the best title for this story?
   - ⬭ The Flying Machine
   - ⬭ Feathers in the Sky
   - ⬭ People Who Fly to Freedom

68

Milly's eyes opened. Leaves twisted like dancers floating by her window. They glowed in the back yard light. The stars had disappeared from the sky and a chilly feeling of danger grew deep inside her.

The little girl burst out of bed and rushed to her parents' closed door. "Mom"! Dad! Come here right away!"

Milly's dad ran out, rubbing his sleepy eyes and head. He gripped his daughter's hand and walked her back to bed. They watched as an eery yellow light exploded from the circling clouds. With a rumbling noise, it split open a tall tree like a watermelon.



9. Milly could see the leaves because
   - O the leaves were glowing
   - O the back yard light was on
   - O the stars lit the sky

10. Milly awoke when she felt there might be
   - O a bad storm
   - O a spring night
   - O dancing leaves

11. Why did Milly's dad hold her hand?
   - O he likes her
   - O she was afraid
   - O he was sleepy

12. Why did the tree split open?
   - O it was broken
   - O Milly's dad sawed it
   - O lightening hit it

13. Why did Milly run to her parents' room?
   - O she thought they would help
   - O she likes to run at night
   - O she heard them call her

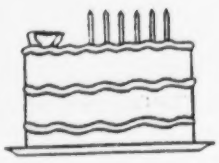
14. What is a good name for this story?
   - O Danger in the Night
   - O Milly's Dad
   - O Rumbling Noises

15. Why did the stars disappear from the sky?
   - O they were far away
   - O they were magic
   - O they were behind clouds

16. The light from the clouds
   - O disappeared in the sky
   - O hit Milly and her father
   - O hit a tree in the back yard

STOP

1

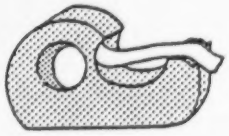


- cake
- cape
- icing
- party

2

- rocker
- space
- rocket
- moon

3

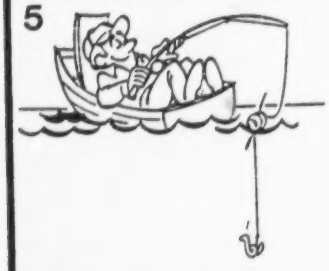


- stick
- stuck
- take
- tape

4

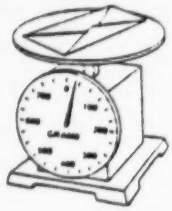
- cartoon
- carton
- spill
- quart

5



- hurry
- swim
- sit
- relax

6

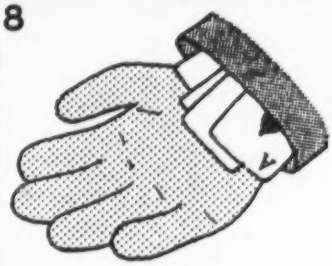


- wait
- weigh
- write
- poster

7

- sleep
- steep
- pillow
- bed

8



- honest
- truthful
- trouble
- tricky

9

- sadly
- quickly
- carefully
- quietly

10. Something to ride to the top of a tall building is an ...

instrument	elephant	elevator	airplane
○	○	○	○

11. Something that happens quickly is over in a ...

fit	flash	frighten	finish
○	○	○	○

12. Before winter, chipmunks may store nuts and ...

buries	trees	cold	berries
○	○	○	○

13. Muscles will become weak if you don't ... them.

exercise	offer	eliminate	entertain
○	○	○	○

14. Trained dogs usually know how to ...

humble	drive	hope	heel
○	○	○	○

15. A crowd that is going in different directions is ...

building	scratching	scattering	falling
○	○	○	○

16. Something dim is ...

sheltered	shadowy	bright	dumb
○	○	○	○

APPENDIX B

Sample Lesson Plans

A Plan to Use Children's Literature K-1

Where the Wild Things Are

and

An Integrated Unit Plan

"FANTASY"

by

Wanda Zellmer, White Rock
MaDonna Farrell, Beloit
Cindy Peters, Clay Center
Josephine Strnad, Belleville
Susan Saunders, Belleville

for

Whole Language Teaching EDCI 686

taught by Barbara Maughmer

WHERE THE WILD THINGS ARE

BIG IDEAS

1. Feelings--happy,sad,afraid
2. Maps and Globes (land and water)
3. Counting
4. Time--day, week, month, year
5. Senses--basic five
6. Body Parts
7. Plants and Trees
8. Author's Study--Maurice Sendak

Pre-Reading Activities (Day 1)

1. Author Study--Maurice Sendak
   a. Introduce bulletin board and author's corner
   b. Introduce titles to Sendak's books--both written and illustrated
   c. Read biographical information
   d. Discuss the use of illustrations
   e. Allow silent reading of Sendak's books and illustrated books
2. Creative Creations
   a. Creative creation in large groups
      1. Make a milk carton boat
      2. Make a tongue depressor monster puppet
      3. Make a newspaper sailor's hat
   b. Creative creations by small groups using the above objects
3. Introduce the book Where the Wild Things Are by showing the filmstrip.

DAY 2--Teacher reads Where the Wild Things Are to the entire class.

DAY 3--Reread Where the Wild Things Are with each student following in their copy of the book.

DAY 4--Checkpoint 1 (pages 1-6)

SKILLS:
-punctuation marks ! .
-intonation
-ending ing
-contraction I'll

QUESTIONS:

PAGE 1 & 2
1. Who is the story about?
2. What is Max wearing?
3. Have you ever dressed up? Tell about it.
4. Define or tell me what the word "mischief" means?
5. Tell what time of day it is.
6. Look at the picture and tell what is happening.
7. How is Max feeling at this time?
8. How do you think Max's Mom will feel when she sees what Max is doing?

EXTENDED ACTIVITIES
1. Draw a picture of your own world after studying about the globe.
2. Go on a nature walk and gather different kinds of leaves. Create leaf "rubbings" with your leaves.

DAY 6--Checkpoint 3 (pages 13-16)

SKILLS:
-ending ed
-time day, week, month, year
-opposites day-night/off-on
-beginning sounds w/wh

QUESTIONS:

PAGE 13 & 14
1. What tumbled by?
2. Define what "private" means.
3. Who was the boat for?
4. When did Max sail?
5. How is Max feeling now? How can you tell?
6. What is the name of the boat?
7. What kind of boat is it?
8. What makes a sailboat move?
9. Where do you think Max is sailing to?
10. Describe the weather.

PAGE 15 & 16
1. Max sailed in and out of what?
2. How long did he sail?
3. Is it possible to sail "through night and day and in and out of weeks and almost over a year?" How?
4. Where did Max sail to?
5. Define "wild".
6. What are some wild animals?
7. Compare wild and tame.
8. What is the weather like?
9. What came out of the ocean? Describe it.
10. How do you think Max feels?
11. How would you feel if you saw this creature coming out of the ocean?
12. What is Max heading for?

EXTENDED ACTIVITY
1. Create your own original monster or wild thing out of clay, paper maché, or construction paper.

DAY 7--Checkpoint 4 (pages 17-18)

SKILLS:
-descriptive words
-gn sound
-style of writing (repetition)

QUESTIONS:

PAGE 17 & 18
1. Name the four things that the wild things did?
2. Define the word "terrible".
3. Can you roar like a wild thing? Do so.

PAGE 3 & 4
1. What kind of mischief is Max into now?
2. Where do you think the dog will go?
3. How do you think the dog feels about being chased? Why?
4. Find the picture on the wall and describe what Max has drawn.

PAGE 5 & 6
1. What did Max's Mom call him?
2. What does she mean by "wild thing"?
3. Who did Max say he would eat up?
4. Why was Max sent to bed without supper? Do you think this is fair?
5. Since Max was sent to bed, what do you think he missed?
6. Have you ever been sent to bed without supper? Why? How did you feel?
7. What do you think Max will do now?
8. Whose room are we looking at?
9. What do you think Max is thinking about?
10. Compare the size of Max to the other items in the room.
11. What time of day is it? How do you know?

EXTENDED ACTIVITY
1. By looking at the picture on page 3, write what you think Max might be saying while chasing the dog.

DAY 5--Checkpoint 2 (pages 7-12)
SKILLS:
-possession 's
-plurals s, es

QUESTIONS:

PAGE 7 & 8
1. What grew in Max's room?
2. What would you do if you woke up one morning and your room was filled with trees, bushes, and vines?
3. When did the forest grow?
4. What new items have appeared in Max's room?
5. Where are the trees growing and how many are there?
6. Has Max's feelings changed? How can you tell?
7. Compare the window scenes on page 6 to page 8.

PAGE 9 & 10
1. What has happened to Max's room?
2. What is missing in his room?
3. How has Max changed from the beginning of the story?
4. Tell what Max's room is becoming.

PAGE 11 & 12
1. What was hanging from the ceiling?
2. What is the difference between a vine and a tree?
3. What did the walls become and why?
4. Does this look like the room Max was sent to?
5. How is Max acting now?
6. Has he acted this way before? When?
7. How many trees can you count?

Checkpoint 6 continued
EXTENDED ACTIVITIES
1. Draw a picture of what you think might happen during a rumpus.
2. Choose or elect a king for the day.

DAY 10--Checkpoint 7 (pages 23-24)
SKILLS:
-illustrations
-time of day
-ending ing

QUESTIONS:
PAGE 23 & 24
1. Explain what the wild things and Max are doing?
2. Pretend like you are a wild thing. What would you be saying?
3. When is this taking place? How do you know?
4. How are the wild things feeling?
5. What are they staring at?

EXTENDED ACTIVITIES
1. Make a mask of a wild thing
2. Create a movement dance as a class

DAY 11--Checkpoint 8 (pages 25-26)
SKILLS:
-describing words

QUESTIONS:
PAGE 25 & 26
1. What is the next step of the rumpus?
2. Are they all enjoying the rumpus? How can you tell?
3. What time of day is it?
4. Are the wild things still the same?

EXTENDED ACTIVITY
1. Write a character sketch describing your wild thing

DAY 12--Checkpoint 9 (pages 27-28)
SKILLS:
-story parts-beginning, middle, end/ first, next, last
-position words

QUESTIONS:
PAGE 27 & 28
1. What is the last part of the rumpus?
2. Where is Max during this part of the rumpus?
3. How is he feeling?
4. What is Max holding?
5. Where do you think they are going?
6. When is this happening? How can you tell?

EXTENDED ACTIVITY
1. Dress up in your mask. Perform the story in proper sequence. End the story with the rumpus.

PAGE 17 & 18 continued
4. What are gnashing their teeth?
5. What do their teeth look like?
6. What did the wild things roll?
7. What color are their eyes?
8. What kinds of claws do they have?
9. Do these wild things look like any wild animals you know? If so, which ones?
10. What are the wild things?
11. Compare the wild things to real animals.
12. How many wild things are there?
13. Which wild thing do you think looks the wildest? Why?
14. Which wild thing looks partly like a person? In what way?

EXTENDED ACTIVITY
1. Write about a trip or vacation that you have taken.

DAY 8--Checkpoint 5 (pages 19 & 20)
SKILLS:
-intonation
-color words
-endings ed, ing

QUESTIONS:
PAGE 19 & 20
1. What does Max do to the wild things? What would you have done?
2. What did Max say to tame the wild things?
3. What did he use to tame them?
4. How many times did Max blink?
5. Who is afraid now?
6. What did the wild things call Max and why?
7. Describe what the wild things are doing.
8. How would you feel if you were a wild thing?
9. How many wild things are there?
10. Why wasn't Max afraid of the wild things?

EXTENDED ACTIVITIES
1. Write your own magic trick to tame the wild things. Act it out.
2. Invite a resource person to give a magic show to the class.

DAY 9--Checkpoint 6 (pages 21-22)
SKILLS:
-proper nouns
-quotation marks
-punctuation !

QUESTIONS:
PAGE 21 & 22
1. What did Max become?
2. What shows us that Max is a king?
3. Why do the wild things make Max their king?
4. What would you want to be a king of?
5. What did Max want to start?
6. When was the rumpus to start?
7. Define what a "rumpus" is.
8. Compare the wild things on pages 19 and 20 to pages 21 and 22.
9. How are the wild things feeling now?

DAY 15--Checkpoint 12 (pages 33-34)

SKILLS:
-time day, week, month, year
-opposites in/out

QUESTIONS:

PAGE 33 & 34
1. What did Max sail back over?
2. What did Max sail in and out of?
3. What did Max sail through?
4. What time of day is it?
5. What is Max doing in his boat?
6. What do you think Max might be dreaming about?
7. How long do you think over a year, in and out of weeks, and through a day is?

EXTENDED ACTIVITY
1. Draw and write where you think Max might be going this time and share it with the class.

DAY 16--Checkpoint 13 (pages 35-37)

SKILLS:
-wh/w sound
-ending ing
-inference

QUESTIONS:

PAGE 35 & 36 & 37
1. Into what did Max sail?
2. Where did he land?
3. How does Max feel when he returns home? How can you tell?
4. Why do you suppose Max feels this way?
5. What was waiting for Max when he returned to his room?
6. Where was his supper setting?
7. Who probably brought Max his supper?
8. What was Max really doing during this time?
9. Where did the forest go and why?
10. What do you think Max had for supper?
11. What was still hot?
12. How could his supper still be hot?
13. What do you think Max did next?

EXTENDED ACTIVITIES
1. Draw and write what Max's Mom brought him for supper.
2. Draw and write what you would like for your supper.
3. Have a popcorn party.

DAY 17--Final Discussion

QUESTIONS:
1. What did you like best about the wild things?
2. Why do you think Max went to the land where the wild things are?
3. If you had been Max, what would you have done when the wild things crowned you king?
4. Did you like the ending of the story or how would you have changed it?
5. Have you ever felt, as Max did, that you wanted to be where someone loved you best of all?
6. How do the pictures show us Max's moods?
7. How long did the rumpus last?

DAY 13--Checkpoint 10 (pages 29-30)

SKILLS:
-punctuation ! .
-quotation marks
-w/wh sounds

QUESTIONS:

PAGE 29 & 30

1. What did Max say to the wild things?
2. Where did he send the wild things?
3. What didn't he give to the wild things?
4. Why did he send them to bed?
5. Where did Max get this idea?
6. How does Max feel now?
7. What did Max want?
8. Who loved him best of all?
9. Who do you think Max is thinking about?
10. What are the wild things doing?
11. Where are they sleeping?
12. Would you like to sleep this way? Why?
13. What do you think Max is smelling?
14. Where was the smell coming from?
15. What did Max give up?
16. How did Max feel giving up being king?
17. Where is Max sitting?
18. Why do you think Max was getting hungry?
19. When was the last time Max had probably eaten? Would you be hungry?

EXTENDED ACTIVITIES

1. Write or draw what you think the wild things are dreaming about.
2. Have a tasting party.

DAY 14--Checkpoint 11 (pages 31-32)

SKILLS:
-contractions don't/ we'll
-style of writing (repetition)
-past tense
-gn sound

QUESTIONS:

PAGE 31 & 32

1. What did the wild things beg for?
2. What are they going to do?
3. How did the wild things feel toward Max?
4. What was Max's reply?
5. How did Max feel as he was leaving?
6. What four things did the wild things do as Max was leaving?
7. What kind of boat did Max get into?
8. As Max was leaving, what did he do?
9. Where did the wild things come from?

EXTENDED ACTIVITIES

1. Write what you think the wild things will do after Max is gone.
2. Read and compare other pieces of literature that have repetition.

BULLETIN BOARD

The bulletin board will show a scene of a bear sailing in a homemade sail boat. In boats sailing around the center boat will be book covers from books that Maurice Sendak has either written or illustrated. The caption will say, "Sail Away With".

AUTHOR'S CORNER

The author's corner will be below the bulletin board. On this table will be books that Maurice Sendak has either written or illustrated. There will also be drawing and writing paper for the students to do their own creations. Beside the table will be a chart showing highlights of Maurice Sendak's life.

BIOGRAPHICAL INFORMATION

Maurice Sendak was born on June 10, 1928 in Brooklyn, New York. He was the son of Philip and Sarah Sendak. He attended the Art Students' League for two years. He worked for All American Comics part time during high school. His address is 29 West Ninth St. New York, N.Y.

Sendak possesses a highly individual style which allows the reader to immediately recognize a Sendak creation. They are not the usual sweet and handsome children found in many books. "The Sendak boys and girls" tend to appear with oversized heads, short arms, and short legs. His children also show a great deal of pleasure, but often look defenseless. Sendak says he draws the way he felt as a child.

Controversy has surrounded the publication of Where the Wild Things Are. Many librarians praise the uniqueness of the characters, but are concerned with the effect on children. Sendak believes some non-controversial children's books tell of a world without conflict or pain. He feels these books are for adults who do not care to remember their own childhood. He believes we need to realize the way real children live and feel.

Maurice Sendak has received many Caldecott honors.

Other books written by Maurice Sendak:

Higglety Pigglety Pop!- Jenny is the heroine, who has everything a dog could want but leaves home because she is not content. She feels, "There Must Be More to Life".

In the Night Kitchen----A small boy dreams he falls into the night kitchen where three bakers try to stir him up in the batter.

Nutshell Library--------4 miniature books

1. One was Johnny-a counting book
2. Pierre-a cautionary tale describing the horrible fate of a boy who keeps saying "I don't care".
3. Alligators All Around-a funny alphabet book
4. Chicken Soup with Rice-a hilarious nonsense book about the months of the year.

Kenny's Window
Very Far Away
The Sign on Rosie's Door
Hector Protector
As I Went over the Water

Final discussion continued

8. How do we know that the story is a fantasy?
9. Which story character did you like best? Why?
10. Where does the story begin and end? Where does the rest of the story take place?
11. What are the scenes in the story? Give them in order.
12. Pick out one part of Max's trip and act it out.
13. Tell how the wild things looked in the story.
14. How has Max changed?
15. Retell the story.
16. Tell where you think Max might go on his next adventure.

Final Activities

1. Write a note that Max might have left for his mother before leaving or one that he might have sent later.
2. Act out the classes version of a rumpus for another class.
3. Show the film of Where the Wild Things Are.

THE STORY IN BRIEF

Max is into mischief—so much mischief, in fact, that his mother calls him a wild thing and sends him to bed without his supper.

Alone in his bedroom, Max finds himself in a magical place with vines and trees and an ocean with his very own private boat. So Max sets sail for the place where the wild things are.

As soon as his boat lands, Max tames the wild things by staring into their eyes without blinking once. The wild things respond by crowning Max king!

Following a wild rumpus, Max sends the wild things to bed without any supper. In spite of all the fun, Max realizes he is lonely and homesick. He smells something good to eat, climbs into his boat, and sails back to his room, where he finds his supper waiting for him.

According to a review in *Book Week*, *Where the Wild Things Are* is "a gloriously original fantasy inspired by a tender and affectionate understanding of small boys which should delight the young for years to come, and anyone who has ever been young."

Books illustrated by Maurice Sendak:
A Hole is to Dig - Ruth Krauss
Maggie Rose:Her Birthday Christmas - Ruth Sawyer
Giant Story - Beatrice S. DeRegniers
Hurry Home Candy - Meindert DeJong
Shadrach - Meindert DeJong
A Very Special House - Ruth Krauss
Wheel on the School - Meindert DeJong
I'll Be You and You Be Me - Ruth Krauss
Mrs. Piggle-Wiggle's Farm - Betty MacDonald
Magic Pictures - Marcel Ayme
The Little Cow and the Turtle - Meindert DeJong
What Can You Do with a Shoe? - Beatrice S. DeRegniers
Charlotte and the White Horse - Ruth Krauss
I Want to Paint My Bathroom Blue - Ruth Krauss
House of Sixty Fathers - Meindert DeJong
Happy Rain - Jack Sendak
Birthday Party - Ruth Krauss
Circus Girl - Jack Sendak
What Do You Say Dear? - Sesyle Joslin
Somebody Else's Nut Tree - W.R. Scott & Ruth Krauss
No Fighting, No Biting! - Else H. Minarik
Moon Jumpers - Janice M. Udrey
Father Bear Comes Home - Else H. Minarik
Seven Tales - Hans Christian Andersen
Little Bear's Friend - Else H. Minarik
Open House for Butterflies - Ruth Krauss
Dwarf Long-Nose - Wilhelm Hauff
Let's Be Enemies - Janice M. Udrey
Little Bear's Visit - Else H. Minarik
Mr. Rabbit and the Lovely Present - Charlotte S. Zolotow
The Singing Hill - Meindert DeJong
She Loves Me, She Loves Me Not - Robert Keeshan
How Little Lori Visited Times Square - Amos Vogel
Lullabies and Night Songs - William Engvick
The Animal Family - Randall Jarrell
The Golden Key - George MacDonald
The Wonderful Farm - Marcel Ayme
King Grisly and Beard and the Juniper Tree - Grimm's brothers
Little Bear - Else H. Minarik
A Kiss for Little Bear - Else H. Minarik

Media Resources:
Filmstrip - Where the Wild Things Are , Weston Woods
Film - Where the Wild Things Are , Weston Woods
Cassette or Record - Where the Wild Things Are , Weston Woods

discover Arnerical

Maurice Sendak was born in 1928 in Brooklyn, New York. Sendak's father, a native of Poland, was a wonderful storyteller. According to Sendak, his father "invented beautiful imaginative tales to tell me and my brother and sister. He was a marvelous improviser and would often extend a story for several nights."

As a young child, Sendak was a fan of Mickey Mouse and other Disney characters. He recalls once finding a fantastic Mickey Mouse mask in a big box of cornflakes. When Sendak was nine, his sister gave him his first real book, *The Prince and the Pauper*, which is still one of his all-time favorites.

Sendak at one time worked as a window-display director. But when he finished his schooling, he received his first chance to illustrate a children's book. By the time he was thirty-four, he had illustrated fifty books, seven of which he also authored.

Though he describes himself as not a happy man, Sendak has spent his life creating what has come naturally to him. "What could be more wonderful than a dream of childhood coming true?" Sendak asks. "As a small boy, I pasted and clipped my bits of books together and hoped only for a life that would allow me to earn my bread by making books. And here I am all grown up—still staying

MATH

1. Counting Numbers and Number Words
   a. Read Where the Wild Things Are - count the trees and wild things as they appear.
   b. Read Mr. and Mrs. Bear Counting Book , Happy Helper 123 , One to Ten Count Again. Look at the numbers and number words. Discuss if animals can really count.
   c. "One in Bed" counting song. Create clothespin people or animals to use to dramatize while singing the song.
   d. "This Old Man". Sing song and perform actions.
   e. Match up number words to groups of objects.
2. Writing Numbers and Number Words
   a. Learn the song, "When the Ants Go Marching" . Write numbers and match ants and actions to the number and number word.
   b. Create a wild thing number line showing how a wild thing would write numbers and words.
   c. Number our created community with our invented numbers.
   d. Make a real number book with created numbers on the back.
      1. Draw self
      2. Trace feet
      3. Draw animals
      4. Four wheels
      5. Toys
      6. Food
      7. Circles
      8. Eight footed monster
      9. Apples
      10. Paint fingers

      Write number words with each picture.

3. Time - Day, Week, Month, Year
   a. Read Where the Wild Things Are. Compare time as Max travels throughout the book.
   b. Write about how you would spend the day if you could do anything you wanted. Make a book entitled, "A Day in the Life of _____."
   c. Read Papa Small. Talk about what the family does each week. Make a week book. Create new names and what you (a wild thing) would do each day.
   d. Read Chicken Soup with Rice. Learn a months of the year chant. Create a class chant.
   e. Draw your wild thing creation after it had a year to grow. Compare it to yourself.

4. Shapes
   a. Read The Shape of Me and Other Stuff by Dr. Suess. Think of a new shape.
   b. Tell a flannelboard shapes story about shapes that are alive, but they will not work together. The shapes learn that by working together they can make many useful objects.
   c. Take a shape walk. Look for shapes in objects.
   d. Make a shape wild thing. Write a story about your wild thing.

5. Size - big and small
   a. Read Where the Wild Things Are. Compare Max's size to objects around him in the story.
   b. Read Learning About Sizes. Compare yourself to objects in the book.
   c. Read Mr. Tall and Mr. Small. Compare the two animals. Compare your wild thing to the animals.
   d. Read Moke and Poki in the Rain Forest (Trees). Find out how two make believe creatures can be smaller than almost everything else.
   e. Draw and write what would happen to you if you were the smallest person in the world.
   f. Draw and [illegible]

LITERATURE UNIT
Where the Wild Things Are by Maurice Sendak (whole group study)

SOCIAL STUDIES
1. Family -real or make believe
   a. Read Goldilocks and the Three Bears/The Gingerbread Man
      1. Role play parts
      2. Group objects (math)
      3. Count number of objects (math)
   b. Create a photo album of your family
      1. Parents
      2. Brothers and Sisters
      3. You (past, present, future)
   c. Write a story about you and your family

2. Feelings -happy, sad, afraid
   a. Recite nursery rhymes by showing or using expressive changes in voice and body expressions.
   b. Paint or color to mood music - draw how you feel when you hear different types of music. Write and tell about your creations. Look for pictures inside drawings.
   c. Play "Happy Sad Game" - make paper plate faces and show how you feel when a given situation happens.

3. Seasons -winter, fall, spring, summer
   a. Have a large bare tree in the corner. Decorate half of the tree with seasonal clothing (coats, gloves, hats). Decorate the other half true to the season (winter-bare).
   b. Read How Does It Feel To Be a Tree. Discuss questions in the book and students pretend they are trees. (Science)
   c. Body movements to record or tape of how a tree would move. "Let's Swing"

4. Maps and Globes
   a. Read Where the Wild Things Are and create a map of Max's journey.
   b. Create a map of where Max and you might go on your next adventure.
   c. Read the poem, "Picture Book Travels". Make a map of where you are going in the poem while listening.
   d. Recite and act out poems "A Walk Through the Forest" and "Over Land and Sea".

5. Community
   a. Read Little Monster's Neighborhood
   b. Take a town hunt - walk through the town and pick out businesses. Discuss why they are important.
   c. Create a wall mural of an animal community.
   d. Draw a picture and write a story about what you will be doing when you grow up.

READING AND LANGUAGE ART
1. These will be incorporated with the Literature Unit using the book, Where the Wild Things Are
   a. capitals - beginning of sentence and names
   b. punctuation - . ! ?
   c. quotation marks
   d. w/wh/gn sound
   e. endings -s, es, ed, ing
   f. contractions -don't, we'll, I'll
   g. color words
   h. describing words
   i. opposites -in/out, day/night, start/stop, wild/tame, hot/cold
   j. intonation
   k. sequencing
   l. predicting
   m. style of writing (repetition)

BIG BOOK
1. A House is a House for Me by Mary Ann Hoberman

POEMS
1. See attached sheets

AUTHORS
1. See bibliography of books

FAIRY TALES AND NURSERY RHYMES
1. Goldilocks and the Three Bears
2. The Gingerbread Man
3. Hey Diddle, Diddle
4. Humpty, Dumpty

LIBRARY MEDIA SKILLS
1. Care of books
2. Book check out
3. Title
4. Author

LIBRARY MEDIA SPECIALIST
1. Show filmstrip of Where the Wild Things Are.
2. Read a selected number of stories from the bibliography of books.

CREATIVE WRITING
1. See writing activities listed throughout webbing.

MUSIC
1. Puff the Magic Dragon
2. Sing Nursery Rhymes
3. Mood Music
4. One in a Bed
5. This Old Man
6. When the Ants Go Marching
7. Hokey Pokey
8. Wiggle Song
9. Aiken Drum

SCIENCE

1. Five Senses
   a. Play five senses circle game. Answer questions thinking about your senses. (How can you tell when your dinner is burning?)
   b. Creepy crawly fun house -touch activity
      Feely bag -touch activity
   c. The great taste test -tasting activity
   d. What's that sound?-listening activity
   e. Blind man's lead -sight
   f. Smell different ingredients while being blindfolded and guess what they are -smell
   g. Listen to the song "What a Wonderful Thing is Mud". Draw a picture with finger pudding paint. Brainstorm about how things felt, tasted, smelled.
   h. Read Dr. Suess books.(Also for body parts)
      The Eye Book
      The Ear Book
      Hand, Hand, Fingers, Thumb

2. Body Parts
   a. Read Where the Wild Things Are and create your own monster.
   b. Do a lifesize self portrait.
   c. Do Hokey Pokey, Wiggly Song, Head and Shoulders activities.
   d. Learn the song, "Aiken Drum". Create your own "Aiken Drum".
   e. Make a scarecrow of yourself.
   f. Read Dr. Suess books.
      The Foot Book
      The Nose Book
      Hand, Hand, Fingers, Thumb
      The Eye Book
      The Ear Book

3. Trees and Plants
   a. Read Let's be Nature's Friend! Discuss the pictures and situations given.
   b. Take a nature walk. Gather nature materials.
   c. Create a nature mural of where you may want to live some day.
   d. Read How Does it Feel to be a Tree and act out being a tree.
   e. Read How a Seed Grows
      1. Plant seeds to grow. Measure and graph their growth.
      2. Write "If I were a seed" story.
   f. If you were a seed, how would you grow and what would you become? Graph your growth.
   g. Relate this section to seasons in Social Studies #3.

4. Weather
   a. Read Where the Wild Things Are , the poem, "The Storm", the poem, "The Rainbow". Discuss what happens when weather changes.
   b. Do a rain experiment.
   c. Relate weather to seasons. Draw the different types of weather for each season.
   d. Discover cloud formations - see if any of the clouds look like a familiar object.
   e. Act out different kinds of weather

PICTURE BOOK TRAVELS

WHEN I turn the pages
Of my favorite picture book,
I make believe I sail away
Into each picture nook.

I stop awhile in dessert lands
To load the camel's back,
Or gaze upon the Sphinx's face,
Beyond the
sand blown track.

Another page and I am off
To lands of ice
and snow,
Beyond the igloo,
round and white
I find an Eskimo.

He's dressed in furs
so snug and warm,
And smiles to
have me near;
I think He'd like
to have me stay
If he could make me hear.

I sail around to China---Spain---
And into Timbuctoo,
And when I close my picture book
I'm right back home with you.

Elvira Jones

THE RAINBOW

Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.

There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven,
And over tops the trees,
And builds a road from earth to sky,
Is prettier far than these.

Christina Rossetti

THE NAUGHTY BOY

There was a naughty boy,
And a naughty boy was he,
He ran away to Scotland
The people for to see-
Then he found
That the ground
Was as hard,
That a yard
Was as long,
That a song
Was as merry,
That a cherry
Was as red,
That lead
Was as weighty,
That fourscore
Was as eighty,
That a door
Was as wooden
As in England-
So he stood in his shoes
And he wonder'd,
He stood in his shoes
And he wonder'd.

John Keats

MAPS

High adventure
And bright dream-
Maps are mightier
Than they seem:

Ships that follow
Leaning stars-
Red and gold of
Strange Bazaars-

Ice floes hid
Beyond all knowing-
Planes that ride where
Winds are blowing!

Train-maps, maps of
Wind and weather,
Road maps-taken
Altogether

Maps are really
Magic wands
For home-staying
Vagabonds!

ART
See art activities listed throughout webbing.

POETRY
Picture Book Travels by Elvira Jones
The Rainbow by Christina Rossetti
Naughty Boy by John Keats
The Storm by Richard and Louis Undermeyer
Curiosity by Harry Behn
Maps by Dorothy Brown Thompson
Boats by Rowena Bastin Bennett
Pirate Story by Robert Louis Stevenson
Foreign Lands by Robert Louis Stevenson
A Walk Through the Forest
Over Land and Sea

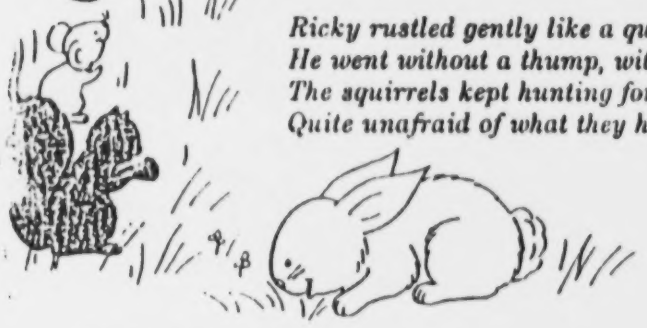
BIBLIOGRAPHY OF BOOKS (AUTHORS)
Where the Wild Things Are by Maurice Sendak (literature unit)
A House is a House for Me by Mary Ann Hoberman (big book)
The Shape of Me and Other Stuff by Dr. Suess (math)
The Foot Book by Dr. Suess (science)
The Nose Book by Dr. Suess (science)
Hand, Hand, Fingers, Thumb by Dr. Suess (science)
The Eye Book by Dr. Suess (science)
The Ear Book by Dr. Suess (science)
How Does it Feel to be a Tree? by Flo Morse (science & social studies)
Little Monster's Neighborhood by Mercer Mayer(social studies)
Let's be Nature's Friend by Henry Walck (science)
How a Seed Grows by Helene Jordan (science)
Mr. and Mrs. Bear Counting Book by June Talarczyk (math)
Happy Helper 123 - a Golden Book (math)
One to Ten, Count Again by Elaine Livermore (math)
Papa Small by Lois Lenski (math)
Chicken Soup with Rice by Maurice Sendak (math)
Mr. Tall and Mr. Small by Barbara Brenner (math)
Learning about Sizes by Tina Thoburn (math)
Moke and Poki in the Rain Forest by Mamoru Funai (math & science)
Goldilocks and the Three Bears
The Gingerbread Man

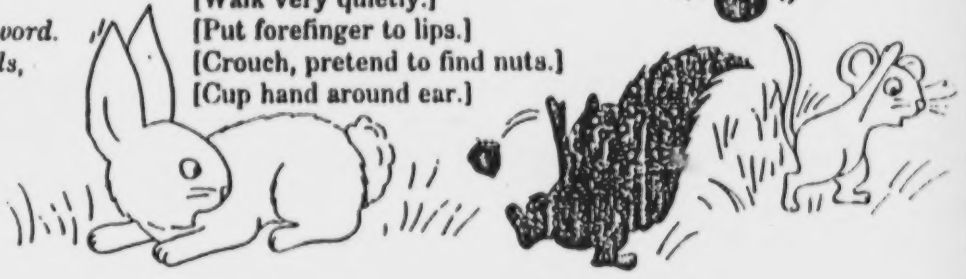
Other books appropriate for topics:
There's a Nightmare in my Closet by Mercer Mayer
The Grouchy Ladybug by Eric Carle (time)
The Little House by Virginia Lee Burton (seasons)
A Book of Seasons by Alice Provensen
The Giving Tree by Shel Silberstein (trees)
Puff the Magic Dragon by Romeo Muller
Blueberries for Sal by Robert McCloskey (family)
My Mom Travels Alot by Caroline F. Bauer(family)
The Doorbell Rang by Pat Hutchins (family)
The Story About Ping by Marjorie Flack (family)
Off and Counting by Sally Noll (math)
123 to the Zoo by Eric Carle (math)

A WALK THROUGH THE FOREST

Poem

When you walk through the forest, don't rush, rush, rush.	[Stamp quickly.]
Walk as gently as an Indian: hush, hush, hush!	[Walk on tiptoe.]
No one will notice you, no one will hear,	[Put forefinger to lips.]
Except animals watching from the brush, brush, brush.	[Shade eyes, look around.]
Steven stamped loudly like a great big deer.	[Stamp feet loudly.]
He made all the rabbits hide and shake with fear.	[Crouch down as if in fear.]
They stayed in the bushes and said with a sigh,	[Fold arms over head.]
"He must think that he is the only one here!"	[Shake forefinger angrily.]
Sarah slithered softly like a little green snake.	[Walk very quietly.]
Not one single sound did she ever make.	[Cup hand around ear.]
The owls stayed asleep up in their trees,	[Close eyes, pillow head on hands.]
While Sarah tiptoed by on her way to the lake.	[Tiptoe several steps.]
Cindy thumped along like a bold brown bear.	[Thump feet loudly.]
The birds in the forest flew up into the air.	[Flap arms.]
Cindy saw them fly and said in surprise,	[Shade eyes, look up.]
"I guess I must have given them a great big scare!"	[Put hands on hips, shake head.]
Ricky rustled gently like a quiet little bird.	[Walk very quietly.]
He went without a thump, without a single word.	[Put forefinger to lips.]
The squirrels kept hunting for nuts and seeds,	[Crouch, pretend to find nuts.]
Quite unafraid of what they had heard.	[Cup hand around ear.]





Variations:

1. Have the children try different ways of walking while wearing shoes instead of only socks.
2. Ask the children to imagine that they are walking on different surfaces, such as slippery ice, hot sand, sticky mud, or rounded stones.
3. Let the children imitate the ways that different animals walk: slither like a snake, hop like a rabbit, and so on.
4. Replace the verbs in the first lines of the second through fourth verses with other verbs and have the children act them out. Some possible replacements are (in order) *ran, tiptoed, bounced, sneaked.*

School's Open
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PIRATE STORY

Three of us afloat in the meadow by the swing,
Three of us aboard in the basket on the lea.
Winds are in the air, they are blowing in the spring,
And waves are on the meadow like the waves there are at sea.

Where shall we adventure, to-day that we're afloat,
Wary of the weather and steering by a star,
Shall it be to Africa, a-steering of the boat,
To Providence, or Babylon, or off to Malabar?

Hi! But here's a squadron a-rowing on the sea-
Cattle on the meadow a-charging with a roar!
Quick, and we'll escape them, they're as mad as they can be,
The wicket is the harbor and the garden is the shore.

Robert Louis Stevenson

BOATS

The steamboat is a slowpoke,
You simple cannot rush him.
The sailboat will not move at all
Without a wind to push him;

But the speed boat, with his sharp red nose,
Is quite a different kind;
He tosses high the spray and leaves
The other boats behind.

Rowena Bastin Bennett

CURIOSITY

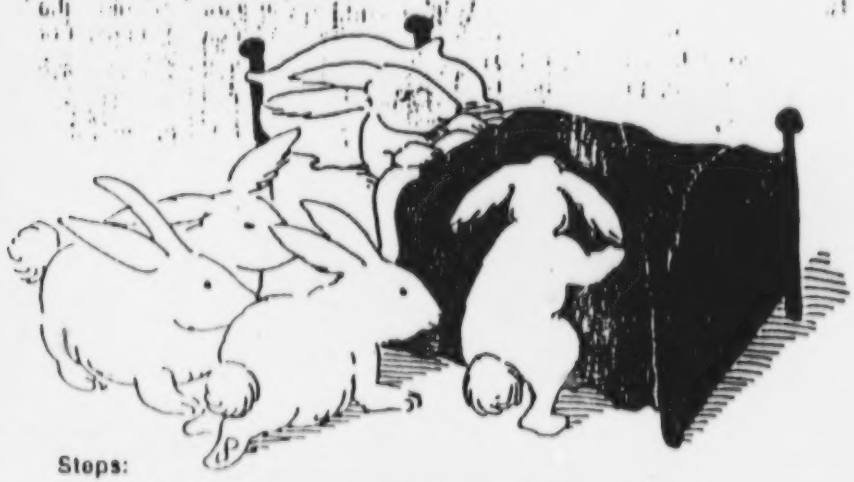
TELL me, tell me everything!
What makes it Winter
And then Spring?
Which are the children
Butterflies?
Why do people keep
Winking their eyes?
Where do birds sleep?
Do bees like to sting?
Tell me, tell me please, everything!

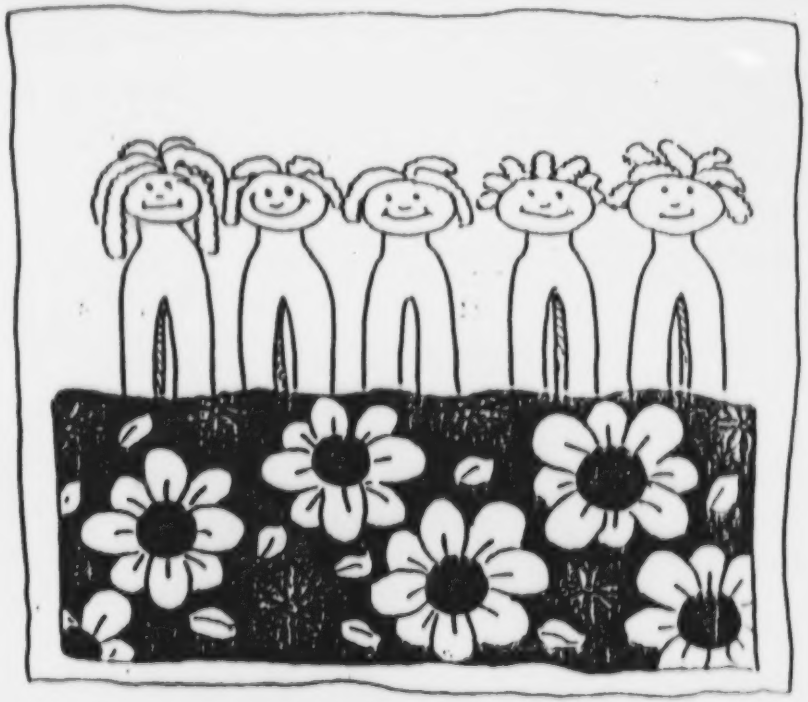
Tell me, tell me, I want to know!
What makes leaves grow
In the shapes they grow?
Why do goldfish
Keep chewing? and rabbits
Warble their noses?
Just from habits?
Where does the wind
When it goes away, go?
Tell me! or don't even grown-ups know?

ONE IN THE BED

Art Activity / Visual Aid

You need: half-sheets of shirt cardboard about 7" × 8" (one for each child)
3" × 6" fabric scraps (one for each child)
glue
7" × 8" pieces of construction paper
straight clothespins or ice-cream sticks (five for each child)
fine-line markers
yarn scraps or cotton





Steps:

1. Give each child a piece of cardboard and a piece of fabric.
2. Ask each child to glue a 7" × 8" piece of construction paper onto the cardboard. Let dry.
3. Instruct each child to place the fabric scrap horizontally on the lower half of the cardboard. Each child will glue the bottom edge and the two short sides of the fabric onto the cardboard. Leave the top edge open. This is the blanket on the bed.
4. Next, give each child five clothespins or ice-cream sticks. With markers, have each child draw faces on the heads of the clothespins or the ends of the ice-cream sticks.
5. To make hair for the clothespin or ice-cream-stick people, children will glue a few scraps of yarn or cotton around the faces.
6. Then have each child tuck one clothespin person under the blanket so that the head shows.
7. Instead of acting out the song "One in the Bed," each child will add one person to the bed each time the words "one jumped in" are sung. When the words "one fell out" are sung, the child will remove one person from the bed. Thus each child can visualize the addition and subtraction processes described in the song.
8. If desired, have children complete the bedroom of their clothespin or ice-cream-stick people by drawing toy shelves, pictures, headboards, and so on, on their pictures.

Variation:

Simply give each child five ice-cream sticks. Have children draw clothes and features on the sticks with markers. Children may lay the stick people in front of them, using their desks as the beds and manipulating the stick people as the song is sung.

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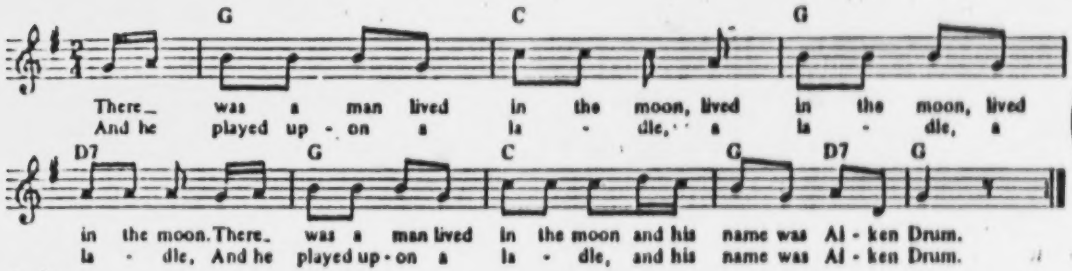
AIKEN DRUM

Silly Song


G C G
There was a man lived in the moon, lived in the moon, lived
And he played up - on a la - dle, a la - dle, a
D7 G C G D7 G
in the moon. There was a man lived in the moon and his name was Al - ken Drum.
la - dle, And he played up - on a la - dle, and his name was Al - ken Drum.

You need: soup ladle with 6" string tied to it
spoon

Optional: large piece of chart paper
markers

Steps:

1. Tell the children you are going to teach them a silly song about a man who lived in the moon. This man's name was Aiken Drum and he was made up of all different kinds of foods. His hair, his arms, and the rest of his body were all made up of your favorite foods.
2. Sing the first verse, then sing it again, asking children to sing along:

   There was a man lived in the moon, lived in the moon, lived in the moon,
   There was a man lived in the moon and his name was Aiken Drum.
3. Tell the children Aiken Drum used a special instrument to help him sing his song. Show them the ladle. Holding the ladle by the string, hit it with the spoon on the first beat of each measure as you sing the chorus. Then sing the chorus again, asking the children to sing with you.

   Chorus:

   And he played upon a ladle, a ladle, a ladle,
   And he played upon a ladle, and his name was Aiken Drum.
4. Now ask the children to help you make up the rest of the song. Repeat the first verse and chorus. Then create Aiken Drum. Sing:

   And his hair was made of _____ (ask children to name a food),
   Of _____, *of* _____,
   And his hair was made of _____,
   And his name was Aiken Drum.
5. Sing the chorus, giving the ladle and spoon to a child to play on the first beat of every measure. After the chorus, ask one child to name the food to make the next part of Aiken Drum's body. Add other verses, describing Aiken Drum's eyes, nose, ears, mouth, and so on. Let individual children suggest foods to make Aiken Drum's body parts. Sing the chorus after each verse, passing the ladle to a different child each time.
6. If desired, draw a picture of Aiken Drum on large chart paper as children sing the song.

Variations:

1. Have children use other kitchen utensils as instruments: pots, lids, cheese graters and spoon, strainer and spoon, wooden spoons, and so on.
2. Ask older children to name only fruits for Aiken Drum's body. Vary with only dairy products, vegetables, breakfast foods, and so on.

Follow-up Activities:

1. Have each child draw his or her own version of Aiken Drum after the song is sung.
2. Let children cut out pictures of food from old magazines to paste on simple body outlines to create Aiken Drum.

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APPENDIX C

Statistical Computations

Experimental Pretest

Vocabulary

	X	X	X^2
Lauren	11	-1	1
Clementine	14	2	4
Jason	9	-3	9
Cassie	12	0	0
Jeffrey	11	-1	1
Reid	11	-1	1
Jennifer	10	-2	4
Brett	13	1	1
Leah	11	-1	1
Doug	11	-1	1
Chris	12	0	0
Kristen	15	3	9
Todd	11	-1	1
Josh	10	-2	4
Leslie	12	0	0
James	15	3	9
Elizabeth	12	0	0
Tiffany	12	0	0
Julia	15	3	9
Adam	13	1	1
	240	0	56

$$S = \sqrt{\frac{\Sigma X^2}{20-1}} = \sqrt{\frac{56}{19}} = \sqrt{2.94} = 1.71 \text{ standard deviation}$$

$S = 1.71$
$\overline{X} = 12$
$n = 20$

Control Pretest

Vocabulary

	X	$\bar{X}$	X^2
Forrest	15	1.83	3.34
Jerry	13	-.17	.028
Christopher	15	1.83	3.34
Greg	14	.83	.688
Sarah	12	-1.17	1.37
Candice	13	-.17	.028
Ryan	14	.83	.688
Elisa	15	1.83	3.34
Jennifer	16	2.83	8.00
Chris W.	12	-1.17	1.37
Laura	15	1.83	3.34
David	14	.83	.688
Joey	15	1.83	3.34
Valerie	10	-3.17	10.04
Nicholas	9	-4.17	17.38
Bobby	15	1.83	3.34
Chauncey	7	-6.17	38.06
	224	0	196.76

$$S = \sqrt{\frac{\Sigma X^2}{17-1}} = \sqrt{\frac{196.76}{16}} = \sqrt{12.29} = 3.50 \text{ standard deviation}$$

$S = 3.5$
$\bar{X} = 13.17$
$n = 17$

Experimental Pretest

Comprehension

	X	x	x^2
Lauren	36	1.15	1.32
Clementine	37	2.15	4.62
Jason	32	-2.85	8.12
Cassie	32	-2,85	8.12
Jeffrey	31	-3.85	14.82
Reid	32	-2.85	8.12
Jennifer	35	.15	.022
Brett	34	-.85	.722
Leah	34	-.85	.722
Doug	34	-.85	.722
Chris	36	1.15	1.32
Kristen	36	1.15	1.32
Todd	35	.15	.022
Josh	33	-1.85	3.42
Leslie	38	3.15	9.92
James	38	3.15	9.92
Elizabeth	38	3.15	9.92
Tiffany	29	-5.85	34.22
Julia	39	4.15	17.22
Adam	38	3.15	9.92
	697	0	144.51

$$S = \sqrt{\frac{\Sigma 144.51}{20-1}} = \sqrt{\frac{144.51}{19}} = \sqrt{7.6} = 2.75 \text{ standard deviation}$$

$S = 2.75$
$\bar{X} = 34.85$
$n = 20$

Control Pretest

Comprehension

	X	x	x^2
Forrest	37	2.1	4.41
Jerry	33	-1.9	3.61
Christopher	32	-2.9	8.41
Greg	36	1.1	1.21
Sarah	29	-5.9	34.81
Candice	35	.1	.01
Ryan	36	1.1	1.21
Elisa	38	3.1	9.61
Jennifer	38	3.1	9.61
Chris W.	35	.1	.01
Laura	38	3.1	9.61
David	37	2.1	4.41
Joey	37	2.1	4.41
Valerie	36	1.1	1.21
Nicholas	38	3.1	9.61
Bobby	37	2.1	4.41
Chauncey	22	-12.9	166.41
	594	0.7	272.97

$$S = \sqrt{\frac{272.97}{17-1}} = \sqrt{\frac{272.97}{16}} = \sqrt{17.06} = 4.13 \text{ standard deviation}$$

$S = 4.13$
$\bar{X} = 34.9$
$n = 17$

t-Test Comprehension Pretest

(Experimental) Group 1	(Control) Group 2
$X_1 = 34.85$	$X_2 = 34.9$
$S_1 = 2.75$	$S_2 = 4.13$
$n_1 = 20$	$n_2 = 17$

$$\underline{t} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n^2-1)s^2}{n_1 + n_2 - 2} \quad \frac{1}{n_1} + \frac{1}{n_2}}}$$

$$\underline{t} = \frac{34.85 - 34.9}{\sqrt{\frac{(19)7.56 + (16)17.05}{20 + 17 - 2} \cdot \frac{1}{20} + \frac{1}{17}}}$$

$$\underline{t} = \frac{-.05}{\sqrt{\frac{143.64 + 272.8}{35} \cdot (.05 + .058)}}$$

$$\underline{t} = \frac{-.05}{\sqrt{\frac{416.44}{35} \cdot (.108)}} = \frac{-.05}{\sqrt{11.89 \cdot .108}}$$

$$\underline{t} = \frac{-.05}{\sqrt{1.284}} = \frac{-.05}{1.133} = -.044 = 0.44$$

$t_{(.05,35)} = 2.035$

Since .044 < 2.035, the H_o is accepted.

t-Test Vocabulary Pretest

(Experimental) Group 1	(Control) Group 2
$X_1 = 12$	$X_2 = 13.17$
$S_1 = 1.71$	$S_2 = 3.5$
$n_1 = 20$	$n_2 = 17$

$$\underline{t} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n^2-1)s^2}{n_1 + n_2 - 2} \quad \frac{1}{n_1} + \frac{1}{n_2}}}$$

$$\underline{t} = \frac{12 - 13.17 = -1.17}{\sqrt{\frac{(20-1)2.9 + (17-1)12.25}{20 + 17 - 2} \quad \frac{1}{20} + \frac{1}{17}}}$$

$$\underline{t} = \frac{-1.17}{\sqrt{\frac{55.1 + 196}{35} \quad \frac{1}{20} + \frac{1}{17}}}$$

$$\underline{t} = \frac{-1.17}{\sqrt{\frac{251.1}{35} \quad (.05 + .06)}}$$

$$\underline{t} = \frac{-1.17}{\sqrt{7.17 \cdot (.11)}} = \frac{-1.17}{\sqrt{.788}} = \frac{-1.17}{.887}$$

$$\underline{t} = -1.31 = 1.31$$

$$\underline{t}\ (.05,35) = 2.035$$

Since 1.31 < 2.035, the H_o is accepted.

Experimental Posttest

Vocabulary

	X	x	x^2
Lauren	98	22.9	524.41
Clementine	75	-.1	.01
Jason	83	7.9	62.41
Cassie	69	-6.1	37.21
Jeffrey	22	-53.1	2819.61
Reid	75	-.1	.01
Jennifer	75	-.1	.01
Brett	75	-.1	.01
Leah	78	2.9	8.41
Doug	58	-17.1	292.41
Chris	90	14.9	222.01
Kristen	69	-6.1	37.21
Todd	58	-17.1	292.41
Josh	87	11.9	141.61
Leslie	66	-9.1	82.81
James	94	18.9	357.21
Elizabeth	75	-.1	.01
Tiffany	78	2.9	8.41
Julia	99	23.9	571.21
Adam	78	2.9	8.41
	1502	0	5465.80

$S = 16.96$

$\overline{X} = 75.1$

$n = 17$

Control Posttest

Vocabulary

	X	x	x^2
Forrest	78	1.471	2.163
Jerry	46	-30.529	932.019
Chris	83	6.471	41.873
Greg	98	21.471	461.003
Sarah	83	6.471	41.873
Candice	99	22.471	504.945
Ryan	96	19.471	379.119
Elisa	75	-1.529	2.337
Jennifer	98	21.471	459.694
Chris W.	46	-30.529	932.019
Laura	69	-7.529	56.685
David	75	-1.529	2.337
Joey	94	17.471	305.235
Valerie	22	-54.529	2973.411
Nicholas	98	21.471	461.003
Bobby	75	-1.529	2.337
Chauncey	66	-10.529	110.859
	1301	0	7779.771

$S = 22.05$

$\bar{X} = 76.529$

$n = 17$

Experimental Posttest

Comprehension

	X	x	x^2
Lauren	94	6.65	44.22
Clementine	89	1.65	2.72
Jason	92	4.65	21.62
Cassie	80	-7.35	54.02
Jeffrey	80	-7.35	54.02
Reid	92	4.65	21.62
Jennifer	92	4.65	21.62
Brett	82	-5.35	28.62
Leah	82	-5.35	28.62
Doug	75	-12.35	152.52
Chris	92	4.65	21.62
Kristen	96	8.65	74.82
Todd	82	-5.35	28.62
Josh	82	-5.35	28.62
Leslie	89	1.65	2.72
James	99	11.65	135.72
Elizabeth	94	6.65	44.22
Tiffany	67	-20.35	414.12
Julia	99	11.65	135.72
Adam	89	1.65	2.72
	1747	0	1318.50

$S = 8.33$

$\bar{X} = 87.35$

$n = 20$

Control Posttest

Comprehension

	X	x	x^2
Forrest	75	-3.7	13.69
Jerry	75	-3.7	13.69
Chris	75	-3.7	13.69
Greg	99	20.3	412.09
Sarah	80	1.3	1.69
Candice	82	3.3	10.89
Ryan	99	20.3	412.09
Elisa	98	19.3	372.49
Jennifer	94	15.3	234.09
Chris W.	38	-40.7	1656.49
Laura	69	-9.7	94.09
David	96	17.3	299.29
Joey	94	15.3	234.09
Valerie	23	-55.7	3102.49
Nicholas	72	-6.7	44.89
Bobby	94	15.3	234.09
Chauncey	75	-3.7	13.69
	1338	0	7163.53

$S = 21.159$

$\bar{X} = 78.706$

$n = 17$

t-Test Comprehension Posttest

(Experimental) Group 1	(Control) Group 2
$X_1 = 87.35$	$X_2 = 78.706$
$S_1 = 8.33$	$S_2 = 21.159$
$n_1 = 20$	$n_2 = 17$

$$\underline{t} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n^2-1)s^2}{n_1 + n_2 - 2} \quad \frac{1}{n_1} + \frac{1}{n_2}}}$$

$$\underline{t} = \frac{87.35 - 78.706}{\sqrt{\frac{19(8.33)^2 + 16(21.159)^2}{20 + 17 - 2} \quad \frac{1}{20} + \frac{1}{17}}}$$

$$.05 + .0588$$

$$\underline{t} = \frac{8.644}{\sqrt{\frac{19(69.38) + 16(447.70}{35} (.1088)}}$$

$$\underline{t} = \frac{8.644}{\sqrt{\frac{1318.22 + 7163.2}{35} (.1088)}}$$

$$\underline{t} = \frac{8.644}{\sqrt{242.32\ (.1088)}} = \frac{8.644}{5.134}$$

$$\underline{t} = 1.6836$$

$$\underline{t}\ \left(.05,35\right) = 2.035$$

Since $1.6836 < 2.035$, H_o is accepted.

t-Test Vocabulary Posttest

(Experimental) Group 1	(Control) Group 2
$\bar{X}_1 = 75.1$	$\bar{X}_2 = 76.529$
$S_1 = 16.96$	$S_2 = 22.05$
$n_1 = 20$	$n_2 = 17$

$$\underline{t} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n^2-1)s^2}{n_1 + n_2 - 2} \quad \frac{1}{n_1} + \frac{1}{n_2}}}$$

$$\underline{t} = \frac{75.1 - 76.529}{\sqrt{\frac{19(16.96)^2 + 16(22.05)^2}{20 + 17 - 2} \quad \frac{1}{20} + \frac{1}{17}}}$$

$$\underline{t} = \frac{-1.429}{\sqrt{\frac{19(286.96) + 16(486.202)}{35} \quad (.1088)}}$$

$$\underline{t} = \frac{-1.429}{\sqrt{\frac{5452.24 + 7779.232}{35} \quad (.1088)}}$$

$$\underline{t} = \frac{-1.429}{\sqrt{\frac{13231.472}{35}\ (.1088)}} = \frac{-1.429}{\sqrt{378.04(.1088)}}$$

$$\underline{t} = \frac{-1.429}{\sqrt{41.13}} = \frac{-1.429}{6.413} = -.222 = .222$$

$$\underline{t}_{(.05,35)} = 2.035$$

Since .222 < 2.035, the H_o is accepted.